

**2023/24 ANNUAL TEACHING PLANS: MUSIC (IAM): GRADE 12 (TERM 1)**

| TERM 1  | WEEK 1  | WEEK 2  | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  | WEEK 9   | WEEK 10  | WEEK 11  |
|---|---|---|---|---|---|---|--|---|--|--|--|
| CAPS TOPICS   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Revision of Grade 11 music literacy: <ul style="list-style-type: none"><li>Intervals</li><li>Triads and chords</li><li>Scales and keys</li><li>Transposition</li><li>Transcription</li><li>Chords</li></ul> <i>(Refer to the 2021-2023 prescribed material)</i><br><b>Topic 3:</b> Revision of the analytical features in IAM (see CAPS Grade 11 Term 3) | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Revision of Grade 11 music literacy: <ul style="list-style-type: none"><li>Intervals</li><li>Triads and chords</li><li>Scales and keys</li><li>Transposition</li><li>Transcription</li><li>Chords</li></ul> <i>(Refer to the 2021-2023 prescribed material)</i><br><b>Topic 3:</b> Revision of the analytical features in IAM (see CAPS Grade 11 Term 3) | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Revision of Grade 11 music literacy<br><b>Topic 3:</b> Introduction to indigenous African dances <i>(Refer to the 2021-2023 prescribed material)</i> | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> The role of dance in the music and life of indigenous African societies <i>(Refer to the 2021-2023 prescribed material)</i> | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> The role of dance in the music and life of indigenous African societies <i>(Refer to the 2021-2023 prescribed material)</i> | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Music and divinity  | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Music and divinity   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Compositional techniques and melody writing<br><b>Topic 3:</b> uMbhaqanga <i>(Refer to the representative artists and their prescribed works)</i>                  | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Compositional techniques and melody writing<br><b>Topic 3:</b> uMbhaqanga <i>(Refer to the representative artists and their prescribed works)</i>   | TEST: Music literacy: 40 marks, GMK: 40 marks, comprehension: 20 marks = 100 marks<br>PAT 1: Composition or arrangement = 50 marks<br><b>OR</b><br>PAT 2: Concert performance/improvisation/IAM performance = 50 marks                                       |  |
|   | REQUISITE PRE-KNOWLEDGE   | <ul style="list-style-type: none"><li>Grade 10 and 11: Music literacy</li><li>Grade 11: Analytical features in IAM</li></ul>  | <ul style="list-style-type: none"><li>Grade 10 and 11: Music literacy</li><li>Grade 11: Analytical features in IAM</li></ul>  | <ul style="list-style-type: none"><li>Grade 10 and 11: music literacy</li><li>Grade 10 and 11: GMK</li><li>Grade 11: Age grading in music</li></ul>   | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li><li>Grade 11: Analytical features in IAM</li></ul>      | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li></ul> | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li><li>Grade 11: Age grading in music</li></ul> | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li><li>Grade 10: Elements of IAM</li></ul> | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li><li>SA political history</li><li>Indigenous AmaZulu music and traditions</li></ul> | <ul style="list-style-type: none"><li>Grade 11: Melody writing and compositional techniques</li><li>Grade 10 and 11: All keys and simple and compound time signatures</li><li>SA political history</li><li>Indigenous AmaZulu music and traditions</li></ul> | <ul style="list-style-type: none"><li>Music literacy</li><li>IAM GMK</li><li>Comprehension based on all music literacy and GMK learnt thus far</li></ul> |
| RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING | <ul style="list-style-type: none"><li>GMK: Notes</li><li>Music software</li><li>Past question papers</li><li>Audio examples</li><li>Music scores</li><li>Musical instruments worksheets</li></ul>   |   |   |   |   |   |  |   |  |  |  |
| INFORMAL ASSESSMENT AND REMEDIATION                 | Baseline assessment on Grade 11 music literacy  | Various music scores for analysis   | Various music scores for analysis   | Comprehension assessment using audio examples   | Past Music GMK question papers  | Audio examples (and music scores) of indigenous African music   | <ul style="list-style-type: none"><li>Paper 2 audio resources Glossary of music</li><li>terminology</li></ul>  | Answering short questions, paragraphs and essays on the same topic  | <ul style="list-style-type: none"><li>Score analysis</li><li>Harmonisation</li><li>Harmonic analysis</li></ul>   | Practical test (Paper 3)   |  |
| SBA (FORMAL ASSESSMENT)                             | TEST: MUSIC LITERACY: 40 MARKS, GMK: 40 MARKS, COMPREHENSION: 20 MARKS = 100 MARKS<br>PAT 1: COMPOSITION OR ARRANGEMENT = 50 MARKS <b>OR</b> PAT 2: CONCERT PERFORMANCE/IMPROVISATION/IAM PERFORMANCE = 50 MARKS (Not part of the term mark, but will reflect at the end of the year)   |   |   |   |   |   |  |   |  |  |  |

## 2023/24 ANNUAL TEACHING PLANS: MUSIC (IAM): GRADE 12 (TERM 2)

| TERM 2                         | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8  | WEEK 9  | WEEK 10   | WEEK 11   |
|--------------------------------|--|---|--|--|--|--|--|---|---|---|---|
| <b>CAPS TOPICS</b>             | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Revision of Term 1 music literacy<br><b>Topic 3:</b> Revision of Term 1 GMK   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Malombo   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Malombo  | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Maskanda   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Maskanda   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Harmonisation and harmonic analysis<br><b>Topic 3:</b> Isicathamiya   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Transposition<br><b>Topic 3:</b> Isicathamiya   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Transposition<br><b>Topic 3:</b> Kwela   | <b>Topic 1:</b> Performance<br><b>Topic 2:</b> Transposition and transcription<br><b>Topic 3:</b> Kwela   | June exam<br><div> <b>Written exam: 150 marks</b><br/> <b>Practical exam: 150 marks</b> </div> PAT 1: Composition or arrangement = 50 marks<br><b>OR</b><br>PAT 2: Concert performance/improvisation/IAM performance = 50 marks |   |
| <b>REQUISITE PRE-KNOWLEDGE</b> | <ul style="list-style-type: none"> <li>Minimum Grade 4 level of instrumental proficiency</li> <li>Revision of Term 1 music literacy</li> <li>Revision of Term 1 GMK</li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music, traditions and divinity, with basic knowledge of the following:               <ul style="list-style-type: none"> <li>Icece lamaKhosi (AmaZulu)</li> <li>Intlombe (AmaXhosa)</li> <li>Ingungu (AmaNdebele)</li> <li>Malombo (VhaVenda)</li> <li>Malopo (BaPedi, BaTswana, BaSotho)</li> <li>Litjempe (EmaSwati)</li> <li>Tingoma, matshomane, tindzumba (VaTsonga)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music, traditions and songs of divinity, with a basic knowledge of séance (communication with the spirit world) in the following:               <ul style="list-style-type: none"> <li>Icece lamaKhosi (AmaZulu)</li> <li>Intlombe (AmaXhosa)</li> <li>Ingungu (AmaNdebele)</li> <li>Malombo (VhaVenda)</li> <li>Malopo (BaPedi, BaTswana, BaSotho)</li> <li>Litjempe (EmaSwati)</li> <li>Tingoma, matshomane, tindzumba (VaTsonga)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions from the following:               <ul style="list-style-type: none"> <li>AmaNdebele</li> <li>AmaXhosa</li> <li>AmaZulu</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions from the following:               <ul style="list-style-type: none"> <li>AmaNdebele</li> <li>AmaXhosa</li> <li>AmaZulu</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions from the following:               <ul style="list-style-type: none"> <li>AmaZulu</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions from the following:               <ul style="list-style-type: none"> <li>AmaZulu</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions with a basic knowledge of the following:               <ul style="list-style-type: none"> <li>Dinaka (BaPedi)</li> <li>Mgangala (VaTsonga)</li> <li>Tshikona (VhaVenda)</li> <li>Umtjinga (EmaSwati)</li> <li>Umtshingo</li> <li>umgqangu, ivenge, imbande (AmaZulu)</li> <li>Ingwane (AmaNdebele)</li> <li>Ifengwana (AmaNdebele)</li> <li>Imfengwana/e (AmaXhosa, AmaZulu, EmaSwati)</li> <li>Impempe (AmaZulu, EmaSwati)</li> <li>Impembe (AmaNdebele)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chords and cadences</li> <li>Keys and non-harmonic notes</li> <li>SA political history</li> <li>Indigenous African music and traditions with a basic knowledge of the following:               <ul style="list-style-type: none"> <li>Dinaka (BaPedi)</li> <li>Mgangala (VaTsonga)</li> <li>Tshikona (VhaVenda)</li> <li>Umtjinga (EmaSwati)</li> <li>Umtshingo</li> <li>umgqangu, ivenge, imbande (AmaZulu)</li> <li>Ingwane (AmaNdebele)</li> <li>Ifengwana (AmaNdebele)</li> <li>Imfengwana/e (AmaXhosa, AmaZulu, EmaSwati)</li> <li>Impempe (AmaZulu, EmaSwati)</li> <li>Impembe (AmaNdebele)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Prepared pieces</li> <li>Planning of a concert</li> <li>Music rights</li> <li>Cadences, triads and primary and secondary chords</li> </ul>   | <ul style="list-style-type: none"> <li>Topic 1: Prepared pieces</li> <li>Planning of a concert</li> <li>Music rights</li> </ul> |

| TERM 2  | WEEK 1  | WEEK 2                           | WEEK 3                           | WEEK 4                           | WEEK 5                         | WEEK 6  | WEEK 7             | WEEK 8                           | WEEK 9                           | WEEK 10 | WEEK 11 |
|---|---|----------------------------------|----------------------------------|----------------------------------|--------------------------------|---|--------------------|----------------------------------|----------------------------------|---------|---------|
| RESOURCES<br>(OTHER THAN<br>TEXTBOOK)<br>TO ENHANCE<br>LEARNING | <ul style="list-style-type: none"><li>• GMK: Notes</li><li>• Music software</li><li>• Past question papers</li><li>• Audio examples</li><li>• Music instruments</li><li>• Glossary of music terminology</li><li>• Music scores</li><li>• Worksheets</li></ul> |                                  |                                  |                                  |                                |   |                    |                                  |                                  |         |         |
| INFORMAL<br>ASSESSMENT<br>AND<br>REMEDIATION                    |   | Analysis of various music scores | Analysis of various music scores | Analysis of various music scores | Past music GMK question papers | <ul style="list-style-type: none"><li>• Comprehension assessment using audio examples</li><li>• Various music scores for analysis</li><li>• Writing paragraphs and essays</li></ul> | Paper 2 audio test | Analysis of various music scores | Analysis of various music scores |         |         |
| SBA (FORMAL<br>ASSESSMENT)                                      | JUNE EXAM = WRITTEN EXAM: 150 MARKS, PRACTICAL EXAM = 150 MARKS<br>PAT 1: COMPOSITION OR ARRANGEMENT = 50 MARKS OR PAT 2: CONCERT PERFORMANCE/IMPROVISATION/IAM PERFORMANCE = 50 MARKS (Not part of the term mark, but will reflect at the end of the year)   |                                  |                                  |                                  |                                |   |                    |                                  |                                  |         |         |

**2023/24 ANNUAL TEACHING PLANS: MUSIC (IAM): GRADE 12 (TERM 3)**

| TERM 3                  | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8 | WEEK 9   | WEEK 10 AND 11 |
|-------------------------|--|--|--|---|---|---|--|--------|--|----------------|
| CAPS TOPICS             | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: SA music industry   | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: SA music industry   | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: SA music industry   | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: Revision and consolidation of GMK  | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: Revision and consolidation of GMK  | Topic 1: Performance<br>Topic 2: Music literacy revision and consolidation<br>Topic 3: Revision and consolidation of GMK  | PRELIMINARY EXAMINATION  |        |  |                |
| REQUISITE PRE-KNOWLEDGE | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>SA music rights</li></ul>           | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>SA music rights</li></ul> | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>SA music rights</li></ul> | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>All Grade 12 GMK</li></ul> | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>All Grade 12 GMK</li></ul> | <ul style="list-style-type: none"><li>All repertoire, technical exercises and aural component</li><li>All music literacy knowledge from Grade 10 to 12</li><li>All Grade 12 GMK</li></ul> | PAPER 1  |        | PAPER 2  |                |
|                         |  |  |  |   |   |   | Marks: 120<br>Time: 3 hours<br>Music literacy: 60 marks<br>General music knowledge: 60 marks |        | Marks: 30<br>Time: 1½ hours<br>Aural recognition: 10 marks<br>Western art music: 12 marks<br>Form: 8 marks |                |
|                         |  |  |  |   |   |   | PAPER 3<br>Practical examination: 150 marks  |        |  |                |
| OTHER RESOURCES         | GMK: Notes<br>Audio examples<br>Music scores<br>Music software<br>Music instruments<br>Worksheets<br>Past question papers<br>Internet<br>Resources on SAMRO<br>YouTube links on the music industry |  |  |   |   |   |  |        |  |                |
| SBA (FORMAL ASSESSMENT) | <ul style="list-style-type: none"><li>Various music scores for analysis</li><li>Writing paragraphs and essays</li></ul>  |  |  |   |   |   |  |        |  |                |
|                         | Preliminary examination = 300 marks  |  |  |   |   |   |  |        |  |                |

2023/24 ANNUAL TEACHING PLANS: MUSIC (IAM): GRADE 12 (TERM 4)

| TERM 4  | WEEK 1  | WEEK 2  | WEEK 3   | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7   | WEEK 8 | WEEK 9 | WEEK 10 |
|---|---|---|--|--------|--------|--------|--|--------|--------|---------|
| CAPS TOPICS   | Topic 1: Performance<br>Topic 2: Revision and consolidation of music literacy<br>Topic 3: Revision and consolidation of GMK | Topic 1: Performance<br>Topic 2: Revision and consolidation of music literacy<br>Topic 3: Revision and consolidation of GMK | FINAL NSC EXAMINATIONS   |        |        |        |  |        |        |         |
|   |   |   |  |        |        |        |  |        |        |         |
|   |   |   |  |        |        |        |  |        |        |         |
| REQUISITE PRE-KNOWLEDGE                             | All knowledge and skills from Term 1, 2 and 3   | All knowledge and skills from Term 1, 2 and 3   | PAPER 1  |        |        |        | PAPER 2  |        |        |         |
|   |   |   | Marks: 120<br>Time: 3 hours<br>Music literacy: 60 marks<br>General music knowledge: 60 marks |        |        |        | Marks: 30<br>Time: 1½ hours<br>Aural recognition: 10 marks<br>Western art music: 12 marks<br>Form: 8 marks |        |        |         |
|   |   |   | PAPER 3<br>Practical examination: 150 marks  |        |        |        |  |        |        |         |
| RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING | <ul style="list-style-type: none"><li>All audio excerpts</li><li>Past question papers</li></ul>                             | <ul style="list-style-type: none"><li>All audio excerpts</li><li>Past question papers</li></ul>                             |  |        |        |        |  |        |        |         |
| INFORMAL ASSESSMENT AND REMEDIATION                 | <ul style="list-style-type: none"><li>Various music scores for analysis</li><li>Writing paragraphs and essays</li></ul>     |   |  |        |        |        |  |        |        |         |
| SBA (FORMAL ASSESSMENT)                             | N/A   |   |  |        |        |        |  |        |        |         |