

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (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 TOPIC	Development of the self										Formal assessment
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles			Basic hygiene principles			Basic hygiene principles				Consolidation of work done during the term Assignment/design and make
	Personal strengths: Identify, explore and appreciate own strengths Strengths of others.	Successful experiences as a result of own strengths: Achievements and exciting experiences at school and home	Less successful experiences	Ways to convert less successful experiences into positive learning experiences: Use strengths to improve weaknesses Reading by learners: Reading for enjoyment Reading about role models or successful people or confident people	Respect for own and others' bodies: Privacy, bodily integrity and not subjecting one's body to substance abuse	How to respect and care for own body How to respect others' bodies	Reasons for respecting own and others' body Weekly reading by learners: Reading for enjoyment Reading by learners: Reading for enjoyment Reading about care and respect for others' bodies	Dealing with conflict: Examples of conflict situations at home and school	Strategies to avoid conflict	Useful responses to conflict situations Reading by learners: Reading for enjoyment Reading about safe environments and how to avoid conflict situations	
PHYSICAL EDUCATION	<ul style="list-style-type: none"> Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control (movement performance) Safety measures relating to locomotion, rotation, elevation and balancing activities 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook and books about care and respect for the body as well as conflict situations Textbooks and resources on movement participation that promote ways to locomote, rotate, elevate and balance using parts of the body with control 										
INFORMAL ASSESSMENT	Homework/classwork/worksheets										
SBA (FORMAL ASSESSMENT)	Written task: 30 marks Physical education: 30 marks										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11			
CAPS TOPIC	Development of the self							Social responsibility		Consolidation and assessment			
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles			Basic hygiene principles				Basic hygiene principles		Formal assessment: Learners will be assessed on Term 1 and Term 2's work			
	Emotions Understanding range of emotions: <ul style="list-style-type: none">LoveHappinessGriefFearJealousy	Understanding own emotions: Appropriate ways to express own emotions How to understand and consider others' emotions Reading by learners: Reading for enjoyment Reading about how people express different emotions	Personal experience of working in a group: Benefits of working in a group	Challenges of working in a group	Useful responses to challenges of working in a group Reading by learners: Reading for enjoyment Reading about ways to succeed in working in a group	Bullying: How to protect self from acts of bullying Examples of acts of bullying	Appropriate responses to bullying: Where to find help Reading by learners: Reading for enjoyment Reading about appropriate responses to bullying	Children's rights and responsibilities: <ul style="list-style-type: none">NameHealthSafetyEducationShelterFoodEnvironment	Children's rights as stipulated in the South African Constitution Children's responsibilities in relation to their rights Reading by learners: Reading for enjoyment Reading about children's rights and responsibilities	Outline for test			
										Section A: 15 marks		Section B: 15 marks	
										All questions are compulsory			
										Matching columns and/or complete sentences and/or lists Questions will test understanding and factual knowledge		<ul style="list-style-type: none">Case study may be usedThe questions will be a combination of three or more types of questions, ranging from "state", "explain", "discuss" and "describe"Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing classLearners will provide direct responses and full sentences in point formOne question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraphLearners will solve problems, make decisions and give advice. They will provide a few direct responses	
										Note: Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly			
PHYSICAL EDUCATION													
<ul style="list-style-type: none">Participation in a variety of modified invasion games (movement performance)Safety issues during games													
RESOURCES TO ENHANCE LEARNING													
<ul style="list-style-type: none">Textbook, newspaper articles, posters, books on emotionTextbook, posters, pictures from magazines, Constitution of SA, Children's Act, newspaper articles, books about children's rights and responsibilities													
INFORMAL ASSESSMENT													
Homework/classwork/worksheet													
SBA (FORMAL ASSESSMENT)													
Controlled test: 30 marks (Terms 1 and 2 content) Physical education: 30 marks													

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Social responsibility							Health and environmental responsibility			Formal assessment
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles			Basic hygiene principles				Basic hygiene principles			
	Cultures and moral lessons: Cultural groups in South Africa	Menus from different cultures in South Africa	Moral lessons selected from the narratives of cultural groups in South Africa Reading by learners: Reading for enjoyment Reading about moral lessons found in narratives of different cultures	Knowledge of major religions in South Africa				Dangers in and around water: At home and public swimming pools	Dangers in and around water: In rivers and dams	Responsible safety measures in and around water Reading by learners: Reading for enjoyment Reading about dangers in and around water	Learners will be assessed on Term 3's content Finalisation, submission and recording of project
				Judaism and Christianity	Islam and Hinduism	Baha'i faith and Buddhism	African religions				
				Significant places, buildings and worship symbols of different religions	Significant places, buildings and worship symbols of different religions	Significant places, buildings and worship symbols of different religions	Significant places, buildings and worship symbols of different religions Reading by learners: Reading for enjoyment Reading about religions in South Africa				
PHYSICAL EDUCATION	<ul style="list-style-type: none">Participation in rhythmic movements with focus on postureSafety measures during rhythmic movements										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">Textbook, posters, books and newspaper articles about cultures and moral lessonsTextbook, books and newspaper articles about religions in South AfricaTextbook, water safety equipment, books on dangers in and around water and Life Saving SA										
INFORMAL ASSESSMENT	Homework/classwork/worksheet										
SBA (FORMAL ASSESSMENT)	Project: 30 marks Physical education: 30 marks										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (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 TOPIC	Health and environmental responsibility								Consolidation	Consolidation and formal assessment	
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles				Basic hygiene principles				Outline for controlled test (all questions are compulsory)		
	Traffic rules relevant to road users: <ul style="list-style-type: none">• Pedestrians and cyclists• Passenger behaviour• Railway safety• Reading about traffic rules relevant to road users	Personal and household hygiene: <ul style="list-style-type: none">• Personal hygiene items that cannot be shared• Germ breeding areas in the house:• Tables• Counters• Door handles• Desks/work stations Areas that breed germs in public)	Dietary habits of children: Impact on dental and oral hygiene Reading by learners: Reading for enjoyment Reading about personal and household hygiene and dietary habits of children	Healthy environment and personal health: <ul style="list-style-type: none">• Home• School• Community Examples of environments that are unhealthy as a result of pollution: <ul style="list-style-type: none">• Air• Water• Land (including illegal dumping sites)	Dangers of unhealthy environments to personal health	Strategies to keep environments healthy: Conservation of environment Reading by learners: Reading for enjoyment Reading about healthy environments and personal health	HIV and AIDS education: Basic facts including blood management Basic explanation of HIV and AIDS Transmission of HIV through blood	How HIV is not transmitted How to protect oneself against infection through blood Reading by learners: Reading for enjoyment Reading basic facts about HIV and AIDS	Section A: 15 marks		Section B: 15 marks
									Matching columns and/or complete sentences and/or lists Questions will test understanding and factual knowledge		<ul style="list-style-type: none">• Case study may be used• The questions will be a combination of three or more types of questions, ranging from “state”, “explain”, “discuss” and “describe”• Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class• Learners will provide direct responses and full sentences in point form• One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph• Learners will solve problems, make decisions and give advice. They will provide a few direct responses
									Note: Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly		
	PHYSICAL EDUCATION	<ul style="list-style-type: none">• Participation in basic field and track athletics or swimming activities (movement performance)• Safety measures during athletic or swimming activities									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">• Textbook, posters of relevant traffic signs and books about traffic rules• Textbook, posters and books about personal and household hygiene• Textbook, magazines, posters and books about healthy environments and personal health• Textbooks on HIV and AIDS										
INFORMAL ASSESSMENT	Homework/classwork/worksheets										
SBA (FORMAL ASSESSMENT)	Controlled test: 30 marks (Terms 3 and 4 content) Physical education: 30 marks										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPICS	<ul style="list-style-type: none"> Warm up and play Improvise and create 	<ul style="list-style-type: none"> Warm up and play Improvise and create 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Improvise and create 	<ul style="list-style-type: none"> Formal practical assessment: Performing Arts 	<ul style="list-style-type: none"> Create in 2D, family and friends Visual literacy 	<ul style="list-style-type: none"> Create in 2D, family and friends Visual literacy 	<ul style="list-style-type: none"> Create in 3D, self and others Visual literacy 	<ul style="list-style-type: none"> Create in 3D, self and others Visual literacy
CONCEPTS, SKILLS AND VALUES	<p>Warm up</p> <p>Name game in groups</p> <p>Travelling in personal (own) and general (shared) space, (consider direction, weight and levels) and freezing</p> <p>Improvise and create</p> <p>Short rhythm patterns using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm</p> <p>Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping</p> <p>note values</p>	<p>Warm up</p> <p>Active relaxation in stillness and movement</p> <p>Concentration and listening games.</p> <p>Travelling in games (consider direction, weight and levels) and freezing</p> <p>Improvise and create</p> <p>Locomotor and non-locomotor movements (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push and pull) individually and in unison, in time to a beat with imagery</p>	<p>Warm up</p> <p>Travelling in duple or quadruple meter (2/4 or 4/4)</p> <p>Read, interpret and perform</p> <p>Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining non-locomotor locomotor movements with sound using body percussion and/or percussion instruments</p> <p>Appreciate and reflect on</p> <p>Percussive musical instruments: African music piece</p> <p>Classify instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high/low)</p>	<p>Warm up</p> <p>Voice warmup using humming</p> <p>Action songs to accompany physical warmups</p> <p>Read, interpret and perform</p> <p>Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor and non-locomotor movements with sound using body percussion and/or percussion instruments</p> <p>Appreciate and reflect on</p> <p>Percussive musical instruments: African music piece</p> <p>Classify instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high/low) (continue)</p>	<p>Warm up</p> <p>Creativity games (e.g. using props in turn as anything but what they are)</p> <p>Improvise and create</p> <p>Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor and non-locomotor movements with sound using body percussion and/or percussion instruments</p>	<p>Practical formal assessment: Performing Arts</p> <p>Rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor movements with sound using body percussion and/or percussion instruments</p> <p>40 marks</p> <p>When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p>Visual literacy</p> <p>Baseline assessment</p> <p>Practical informal tasks</p> <p>Art elements</p> <ul style="list-style-type: none"> Line Shape Texture Form Space Colour Value <p>Create in 2D: Picture of me</p> <p>Evaluate use of art elements in a pencil drawing as well as answering of theory questions</p>	<p>Visual literacy</p> <p>Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the proportion of the human body</p> <p>Create in 2D: Family and friends</p> <p>Art elements</p> <p>Secondary colour used in own images of self and others</p> <p>Design principles</p> <p>Contrast used in own images of self and others</p> <p>Drawing and/or colour media</p> <p>Exploring a variety of media and techniques – may include, but is not limited to, any of the following:</p> <ul style="list-style-type: none"> Blind/contour drawings Colour pencil Pastel Painting Wax resist Collage Pencils Ink and stick drawings 	<p>Visual literacy</p> <p>Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body</p> <p>Create in 3D: Self and others/3D human figure</p> <p>Art elements</p> <p>Texture, shape/form used in own models of human figure</p> <p>Design principles</p> <p>Use and naming of contrast, e.g. in shapes and sizes of components of own model</p> <p>Spatial awareness</p> <p>Conscious use of space, e.g. front, back and sides of model to be completed</p> <p>Skills and techniques</p> <ul style="list-style-type: none"> Use created 2D artwork as resource to create a 3D artwork or any other appropriate and available medium, e.g. clay, papier mâché/wire/cardboard/other recyclable material Appropriate use of tools 	<p>Visual literacy</p> <p>Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body</p> <p>Create in 3D: Self and others/3D human figure</p> <p>Add colour, texture, etc. by using different media and recyclable materials to complete model of 3D human figure</p> <p>Spatial awareness</p> <p>Conscious use of space, e.g. front, back and sides of model to be completed</p> <p>Skills and techniques</p> <ul style="list-style-type: none"> Use created artwork as resource to create clay or any other appropriate and available medium Appropriate use of tools
REQUISITE PRE-KNOWLEDGE	Basic experience and understanding of beat (keeping a steady beat) and rhythm, body percussion, locomotor and non-locomotor movements, basic experience of dance elements such as space						Basic and practical experience of art elements and some design principles, basic experience in creating simple 2D and 3D artworks			

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">Open, adequate classroom space, interactive whiteboard/data projector and laptopPictures, photographs, stories, poems, anecdotes, video clips,Appropriate electronic apps, e.g. EdPuzzle, PowToons, Canva, Book Creator, etc.Found or made musical instruments, including drum/tambourineAudio equipment and audio-visuals with a range of suitable musicCD player with a range of suitable musicCharts of musical notes/substitutes such as animals representing note valuesProps, including cans, stones, newspapers, materials, chairs, balls and a large variety of differently sized and shaped objects						Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs	Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork. Example 3D figures.		
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Classroom discussion: Reflect on own and others' performances using simple Creative Arts terminology	Workbook: Mind-map of locomotor and non-locomotor movements	Workbook: Worksheet: classify instruments as part of a family or group	Workbook: Worksheet: classify instruments as part of a family or group	Observation, side coaching by teacher on performance	Classroom discussion: Reflect on own and others' performances using simple Creative Arts terminology	Baseline assessment	<ul style="list-style-type: none">Teacher guidance and support towards exploring art elements and design principlesDrawing activities of artworkPreparatory sketches of 3D design	<ul style="list-style-type: none">Workbook: Preparatory sketches of 3D designExploring contrast	<ul style="list-style-type: none">Teacher guidance and support towards completion of artworkClassroom discussion and reflection
SBA (FORMAL ASSESSMENT)	Formal assessment of Performing Arts: 40 marks assessed with a rubric						Visual Art informal assessment			

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
CAPS TOPIC	<ul style="list-style-type: none"> Create in 2D, creative lettering and/or patternmaking Visual literacy 	<ul style="list-style-type: none"> Create in 2D, creative lettering and/or patternmaking Visual literacy 	Create in 3D, mobiles or stables	Create in 3D, mobiles or stables	<ul style="list-style-type: none"> Formal assessment: Visual Art 	<ul style="list-style-type: none"> Warm up and play Improvise and create Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Improvise and create 	<ul style="list-style-type: none"> Warm up and play Appreciate and reflect on
CONCEPTS, SKILLS AND VALUES	<p>Visual literacy Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in creative lettering and/or patternmaking</p> <p>Create in 2D, creative lettering and/or patternmaking</p> <p>Art elements</p> <ul style="list-style-type: none"> Line, shape and colour used in own creative lettering and/or patternmaking Drawing, cutting and sticking shapes in series <p>Design principles Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p>Drawing and/or colour media Exploring a variety of media and techniques</p>	<p>Visual literacy Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in creative lettering and/or patternmaking</p> <p>Create in 2D, creative lettering and/or patternmaking</p> <p>Art elements</p> <ul style="list-style-type: none"> Line, shape, colour used in own creative lettering and/or patternmaking Drawing, cutting and sticking shapes in series <p>Design principles Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p>Drawing and/or colour media</p> <ul style="list-style-type: none"> Exploring a variety of media and techniques Add paint/ pastel/colour crayon to patterns and creative lettering 	<p>Create in 3D, mobiles or stables</p> <p>Art elements</p> <ul style="list-style-type: none"> Line, shape and colour used in own creative lettering and/or patternmaking Drawing, cutting and sticking shapes in series <p>Design principles Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p>Spatial awareness Conscious use of space, e.g. front, back and sides of objects for mobile to be completed</p> <p>Drawing and/or colour media</p> <ul style="list-style-type: none"> Exploring a variety of media and techniques. Appropriate use of tools 	<p>Create in 3D, mobiles or stables</p> <p>Art elements</p> <ul style="list-style-type: none"> Line, shape and colour used in own creative lettering and/or patternmaking Drawing, cutting and sticking shapes in series <p>Design principles Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p>Drawing and/or colour media Exploring a variety of media and techniques</p> <p>Spatial awareness</p> <ul style="list-style-type: none"> Conscious use of space, e.g. front, back and sides of objects for mobile to be completed Appropriate use of tools 	<p>Create in 3D, mobiles or stables</p> <p>Art elements Texture, shape/ form used in own construction of mobile</p> <p>Design principles</p> <ul style="list-style-type: none"> Introduce proportion, e.g. the size of one form in relation to another in construction of own mobile Skills and techniques like pasting, cutting, wrapping, tying and joining various recyclable materials Spatial awareness Conscious use of space, e.g. front, back and sides of objects for mobile to be completed Appropriate use of tools <p>Practical formal assessment: Visual Art</p> <p>Create in 2D, creative lettering and/or patternmaking</p> <p>OR</p> <p>Create in 3D, mobiles or stables Create a variety 2D and 3D shapes to create a mobile</p> <p>Assessment rubric: 40 marks</p>	<p>Warm up</p> <ul style="list-style-type: none"> Imaginative breathing exercises Creative games combining music and movement <p>Improvise and create</p> <ul style="list-style-type: none"> Instruments using found objects Melodies to demonstrate the difference in pitch and note values using voice and found objects and natural instruments in the range of 5th (doh to soh) <p>Appreciate and reflect on</p> <ul style="list-style-type: none"> Melodic musical instruments in an African music piece Classify instruments as part of a family/ group: Name, appearance, how sound is produced, pitch (high-low) 	<p>Warm up</p> <ul style="list-style-type: none"> Rolling up and down the spine and body part isolations Call and response games <p>Read, interpret and perform Movement sentences in 4/4, using units of action: Travelling, stillness and gesture (levels, directions, weight) in pairs, using call and echo or meeting and parting</p> <p>Appreciate and reflect on</p> <ul style="list-style-type: none"> Melodic musical instruments in an African music piece Classify instruments as part of a family/group: Name, appearance, how sound is produced, pitch (high/low) 	<p>Warm up</p> <ul style="list-style-type: none"> Awareness of breathing in relaxation and movement Rolling up and down the spine <p>Read, interpret and perform Rhythmic patterns in meter (2/4, 3/4, 4/4) using body percussion or percussion instruments</p> <p>Improvise and create Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments</p>	<p>Warm up Directional games and rhythm games</p> <p>Improvise and create Continue from previous week:</p> <ul style="list-style-type: none"> Sound pictures based on themes Movement responses to sound pictures (levels, directions, rhythms and weights of movement)
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks 					Basic understanding of beat (keeping a steady beat), rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minim rests), body percussion, rhythmic patterns in meter (2/4, 4/4), locomotor and non-locomotor movement			

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
RESOURCES TO ENHANCE LEARNING	Materials: 2H H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs		<ul style="list-style-type: none">Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artworkExample 3D figures			<ul style="list-style-type: none">Open spaceFound or made musical instruments, including drum/tambourineAudio equipment and audio-visuals with a range of suitable music, which 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 valuesObjects for making instruments: stones, cans, seeds, rice, pipes, bottles, containers, etc.			
INFORMAL ASSESSMENT AND REMEDIATION	There should be continuous informal, formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term								
	Workbook: Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking	Workbook: Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking	<ul style="list-style-type: none">Observation.Workbook: New terminologyQuizzesWorksheets on creating mobiles/stables	<ul style="list-style-type: none">Observation.Workbook: Art elements and design principals: Balance	<ul style="list-style-type: none">ObservationWorkbook: Art elements and design principals: Balance	<ul style="list-style-type: none">Workbook: Design and create own instruments using found objectsMind-map on melodic instruments	Workbook: Continue with mind-map on melodic instruments	Workbook: Worksheet critical reflection: Performances using simple Creative Arts terminology	Rehearsal: Side coaching, directing by teacher and peers towards performance
SBA (FORMAL ASSESSMENT)	Formal assessment of Visual Art:40 marks assessed with a rubric					Informal assessment: Performing Arts			

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	<ul style="list-style-type: none"> Warm up and play Improvise and create Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Improvise and create Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	Formal practical assessment: Performing Arts	<ul style="list-style-type: none"> Create in 2D: Family and friends Visual literacy 	<ul style="list-style-type: none"> Create in 2D: Family and friends Visual literacy 	<ul style="list-style-type: none"> Create in 3D: Self and others Visual literacy 	<ul style="list-style-type: none"> Create in 3D: Self and others Visual literacy
CONCEPTS, SKILLS AND VALUES/	<p>Warm up Rolling up and down the spine and side bends</p> <p>Improvise and create</p> <ul style="list-style-type: none"> Movement responses to different types of music, mood of music informs mood of movement. Movement sequences exploring verbal dynamics and word sequences <p>Appreciate and reflect on Own and others' performances and processes using simple Creative Arts terminology</p>	<p>Warm up Rolling up and down the spine and side bends</p> <ul style="list-style-type: none"> Floor work, rounding and lengthening the spine, stretching, sitting and lying down <p>Improvise and create</p> <ul style="list-style-type: none"> Movement responses to different types of music, mood of music informs mood of movement Movement sequences exploring verbal dynamics and word sequences <p>Appreciate and reflect on Expressive qualities of musical instruments in music used in Topic 2</p>	<p>Warm up</p> <ul style="list-style-type: none"> Body part isolations as part of imaginative experience Concentration and focus games <p>Read, interpret and perform Building a drama from a stimulus: Characters, develop storyline and characters through mimed action</p> <p>Improvise and create Create characters using props as stimulus, consider body language, posture and gesture</p>	<p>Warm up</p> <ul style="list-style-type: none"> Voice warm-ups Sensory awareness games. <p>Read, interpret and perform (continue)</p> <ul style="list-style-type: none"> Building a drama from a stimulus: Characters, develop storyline, characters, space and time through mimed action 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) 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). 	<p>Warm up</p> <ul style="list-style-type: none"> Call and response games Action songs <p>Read, interpret and perform (continue)</p> <ul style="list-style-type: none"> Preparing drama for performance Sound pictures using instruments: Soundtrack for the drama, introduce characters 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) 	<p>Formal assessment task</p> <ul style="list-style-type: none"> Drama performance: Storyline Characters Space Time Sound pictures using instruments: Soundtrack Singing of songs related to the character <p>Performing Arts: 40 marks When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p>Visual literacy Baseline assessment Practical informal tasks</p> <p>Art elements</p> <ul style="list-style-type: none"> Line Shape Texture Form Space Colour Value <p>Create in 2D: Picture of me Evaluate use of art elements in a pencil drawing as well as answering theory questions</p>	<p>Visual literacy Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the proportions of the human body.</p> <p>Create in 2D: Family and friends Art elements Secondary colour used in own images of self and others</p> <p>Design principles Contrast used in own images of self and others</p> <p>Drawing and/or colour media Exploring a variety of media and techniques. May include, but is not limited to, any of the following: Blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p>Visual literacy Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body.</p> <p>Create in 3D: Self and others/3D human figure Art elements Texture and shape/form used in own models of the human figure</p> <p>Design principles Use and naming of contrast, e.g. in shapes and sizes of components of own model</p> <p>Spatial awareness Conscious use of space, e.g. front, back and sides of model to be completed</p> <p>Skills and techniques</p> <ul style="list-style-type: none"> Use 2D artwork as resource to create a 3D artwork or any other appropriate and available medium Appropriate use of tools 	<p>Visual literacy Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body</p> <p>Create in 3D: Self and others/3D human figure Add colour, texture, etc. by using different media and recyclable materials to complete model of 3D human figure</p> <p>Spatial awareness Conscious use of space, e.g. front, back and sides of model to be completed</p> <p>Skills and techniques</p> <ul style="list-style-type: none"> Use created artwork as resource to create with clay or any other appropriate and available medium Appropriate use of tools
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space) Basic improvisation technique Understanding and application of drama elements: Character, plot, time, space and audience Awareness of how different sounds of different musical instruments and the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. Similarly, a song can describe a mood or a character 					<ul style="list-style-type: none"> Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks 				

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">Found or made musical instruments, including drum/tambourineAudio equipment and audio-visuals with a range of suitable musicCharts and posters of musical notes on a staveObjects for sensory work, including shakers, triangles, feathers, stones, sandpaper, etc.Props such as cans, suitcases, hats, newspapers, balls and a large variety of differently sized and shaped objectsFound or made musical instruments, including drum/tambourineCD player, interactive whiteboard/data projector and laptopPictures, photographs, stories, poems, anecdotes, one-liners and video clips					Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs			<ul style="list-style-type: none">Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artworkExample 3D figures	
INFORMAL ASSESSMENT AND REMEDIATION	Continuous informal assessment through observation, classroom discussions, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: Classify instruments as part of a family/group: <ul style="list-style-type: none">AppearanceNameSound producedPitch		Workbook: Mind-map: Developing a drama character description		Workbook: Worksheet on critical reflection about performances using simple Creative Arts terminology		Workbook: Questions to deepen observation of elements and design principles: images of wild or domestic animals	Workbook: <ul style="list-style-type: none">Preparatory sketchesGuidance by teacherCreative application of elements and principles	<ul style="list-style-type: none">Preparatory sketchesWorksheet: Practical/visual exploration of contrast and proportionContinuous supportive guidance by teacher towards completion of task	Classroom discussion and reflection
SBA (FORMAL ASSESSMENT)	Formal assessment of Performing Arts: 40 marks assessed with a rubric					Informal assessment: Visual Art informal assessment task: 2D and 3D artwork				

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10
CAPS TOPIC	<ul style="list-style-type: none"> Create in 2D: The natural world Visual literacy 	Create in 2D: The natural world	Create in 3D: A kite/dream catcher/bird feeder	Create in 3D: A kite/dream catcher/bird feeder	Practical formal assessment: Visual Arts	<ul style="list-style-type: none"> Warm up and play Improvise and create 	<ul style="list-style-type: none"> Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on 	<ul style="list-style-type: none"> Warm up and play Read, interpret and perform Appreciate and reflect on
CONCEPTS, SKILLS AND VALUES	<p>Visual Literacy</p> <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</p> <p>Create in 2D: The natural world</p> <p>Art elements</p> <p>Reinforce secondary and related colours, including tints and shades</p> <p>Design principles</p> <p>Reinforce use of contrast and proportion in own images of the natural world</p> <p>Drawing and/or colour media</p> <p>Exploring a variety of media and techniques, which may include, but is not limited to, any of the following:</p> <ul style="list-style-type: none"> Blind/contour drawings Colour pencil Pastel Painting Wax resist Collage Pencils Ink and stick drawings 	<p>Visual literacy</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>Create in 2D: The natural world</p> <p>Art elements</p> <p>Reinforce secondary and related colours in own images of the natural world, including tints and shades</p> <p>Design principles</p> <p>Reinforce use of contrast and proportion in own images of the natural world</p> <p>Drawing and/or colour media</p> <p>Exploring a variety of media and techniques</p>	<p>Visual literacy</p> <p>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</p> <p>Create in 3D: A kite/dream catcher/bird feeder</p> <p>Art elements</p> <p>Texture, shape/form and colour reinforced through use in own construction</p> <p>Design principles</p> <p>Reinforce conscious use and naming of contrast and proportion in construction</p> <p>Skills and techniques</p> <p>Pasting, cutting, wrapping, tying, and joining various recyclable materials.</p> <p>Spatial awareness</p> <ul style="list-style-type: none"> Reinforce conscious awareness of extending parts of models into space Appropriate use of tools 	<p>Create in 3D: A kite/dream catcher/bird feeder</p> <p>Art elements</p> <p>Texture, shape/form and colour</p> <p>Design principles</p> <p>Reinforce conscious use and naming of contrast and proportion in construction</p> <p>Spatial awareness</p> <ul style="list-style-type: none"> Extending parts of models into space Appropriate use of tools 	<p>Create in 2D: The natural world</p> <p>OR</p> <p>Create in 3D: A kite/dream catcher/bird feeder</p> <p>Assessment rubric: 40 marks</p>	<p>Warm up</p> <p>Posture games, exploring neutral posture and character's postures</p> <p>Improvise and create</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>Warm up</p> <ul style="list-style-type: none"> Posture games, exploring neutral posture and character's postures Body part isolations and stretching <p>Improvise and create</p> <p>Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</p> <p>Read, interpret and perform</p> <p>Building a drama from a stimulus: Tableaux in response to location or theme:</p> <ul style="list-style-type: none"> Storyline Character Space Time 	<p>Warm up</p> <ul style="list-style-type: none"> Different kinds of jumps (with soft landings) and other travelling movements Trust and listening games <p>Building a drama from a stimulus</p> <ul style="list-style-type: none"> Tableaux in response to location or theme, add start and end the drama, limited dialogue appropriate to the drama Sound pictures using instruments (body percussion, self-made, found and traditional) to create an appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action) Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases 	<p>Warm up</p> <ul style="list-style-type: none"> Body percussion "songs" in unison and in canon Musical games focusing on numeracy and literacy <p>Read, interpret and perform</p> <ul style="list-style-type: none"> Building a drama from a stimulus: Tableaux in response to location or theme (consolidate previous weeks) Songs to improve in-tune singing related to the themes of the drama Recognising melodies in range of 5th (doh to soh) <p>Appreciate and reflect on</p> <p>Own and other's performances and processes using simple Creative Arts terminology</p>
REQUISITE PRE-KNOWLEDGE	<ul style="list-style-type: none"> Basic understanding and experience of art elements and design principles Experience in creating simple 2D and 3D artworks 					<ul style="list-style-type: none"> Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space) Ability to read and interpret texts at a basic level Understanding and application of drama elements: Character, plot, time, space and audience Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character 			

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10
RESOURCES TO ENHANCE LEARNING	Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs		<ul style="list-style-type: none">Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artworkExample 3D figures			<ul style="list-style-type: none">Open spaceFound or made musical instruments, including drum/tambourineAudio equipment and audio-visuals with a range of suitable musicCharts and posters of musical notes, stave and tonic solfa (doh-soh)Sheet music of simple melodies/songsBlindfoldsCD player, interactive whiteboard/data projector and laptopPictures, photographs, stories, poems, anecdotes, one-liners and video clipsAppropriate electronic apps, e.g. EdPuzzle, PowToons, Canva, Book Creator, etc.			
INFORMAL ASSESSMENT AND REMEDIATION	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term								
	Workbook: Questions to deepen and extend observation of elements and design principles	<ul style="list-style-type: none">Preparatory sketchesWorksheet to explore contrast and proportionTeacher guidance towards completion of artwork	Workbook: Preparatory sketches, teacher guidance in process towards product	<ul style="list-style-type: none">Observation, side coaching and directionWorkbook: Art elements and design principles: Contrast and proportion		Classroom discussion exploring mime and new terminology: Gesture, posture and balance	Workbook: Storyboard of tableaux	Workbook: Reflection on own and others' performances and processes using simple Creative Arts terminology	<ul style="list-style-type: none">RehearsalSide coaching and directing by teacher and peers towards polished performanceSelf- and peer assessment
SBA (FORMAL ASSESSMENT)	Formal assessment of Visual Art: 40 marks assessed with a rubric					Informal assessment: Performing Arts			