

ABRIDGED CHAPTER 4 OF THE CAPS

VISUAL ARTS GRADES 10 AND 11

IMPLEMENTATION: JANUARY 2020



1. Presentation Outline

1. Purpose of the Presentation
2. Background
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NOTE:

- The Information in the Presentation must be read in conjunction with the CAPS of the Subject.
- Kindly refer to Section 4 of the CAPS.

2. Purpose of the Presentation

- To mediate the amendments of CAPS Section 4: Grade 10 and 11 for implementation in 2020 as published in government gazette no: 42829



- To strengthen and improve **the quality and effectiveness of assessment** as stipulated in **CAPS Section 4** for Grades 10 & 11 from **January 2020**;
- To reduce curriculum **overload**;
- To align the **differing policy and layout** within the Arts Subjects
- To strengthen **curriculum coverage**;
- To address **assessment overload**;
- To improve the **weighting of marks per topic** versus the **teaching time spent per topic** to determine the Marks allocated per topic; and
- **Revise and improve the forms of assessment.**

4. Summary of the Amendments

1. A **clear and precise programme** per subject on **School-Based Assessment** includes:
 - a) A **narrative** on the nature and purpose of assessment;
 - b) Inclusion of relevant **Taxonomies** – cognitive levels;
 - c) Total **number of tasks** to be completed per annum;
 - d) The **allocation** of the number of tasks per term;
 - e) Relevant **forms / types of assessment**;
 - f) **Weighting** of assessment tasks with regards to **time** and **mark allocations**; and
 - g) **Content coverage**.
2. **Reports** containing the **short term** changes envisaged for the Arts Subjects CAPS.



3. Previous Learning Policy Alignment and layout with other Arts Subjects

SUBJECT	TEST	JUNE EXAM	TRIAL	TASKS	Time allocation	Weighting (Ext Exam)
1. Dance Studies	Yes	Yes	Yes (Written only) No practical	5 + 1	3hrs for Theory & 1 hr for Pract	50% Pract 50% Theory
1. Design	Yes	Yes	Yes (Written only) No practical	6 + 1	3hrs for Theory & one 24 hrs+ for Pract	50% Pract 50% Theory
1. Dramatic Arts	No	No	Yes	4 + 1	3hrs for Theory & 1 hr for Practicum	50% Pract 50% Theory
1. Music	Yes	Yes	Yes	4 + 1	3hrs for Theory & 1 hr for Pract	50% Pract 50% Theory
1. Visual Arts	Yes	Yes	Yes (Written only) No practical	6 + 1	3hrs for Theory & one 24 hrs+ for Pract	50% Pract 50% Theory

5.1 Informal Assessment requirements for Visual Arts are as follows:

- Assessment for learning has the purpose of continuously collecting information regarding a learners' achievement to improve their learning;
- Informal assessment may occur daily and be a substantive conversation between teacher and learner to facilitate feedback and feed forward;
- Daily monitoring of learners' progress can be done through conversation, critique sessions, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, case studies, etc.;
- Self-Assessment and Peer Assessment can be done but not separated from the learning activities in the classroom;
- Informal Assessment Tasks must not be formally recorded but if desired, a simple checklist used to record this assessment;
- Results may be used to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered; and
- The results of informal assessment tasks are not taken into account for promotion and certification purposes.



3.2 Formal Assessment requirements for

Visual Arts are as follows:

- **The formal assessment requirements for Visual Arts in Grades 10 and 11 are as follows:**
- Two practical assessment tasks (Task 2 & 4) – consisting of Topic 1: Conceptualising (100) and Topic 2: The Artwork (100); Conceptualising (100) constitute the term practical mark and becomes part of the SBA; The Artwork (100) completed per term must be internally assessed. Marks are to be recorded on the mark recording system per term, but not included as part of the SBA mark. This mark will be reported at the end-of-the-year as part of the PAT mark.
- The two Topic 1: Sourcebook formal practical assessment tasks and three theory assessment tasks (Tasks 1, 3 & 5) make up 25% of the total mark (SBA mark) for Visual Arts in Grades 10 and 11.
- The end-of-year assessment component includes three parts:
 - Examination Practical Assessment Task (Paper 2)
 - Written theory paper (Paper 1)
 - PAT (Retrospective) exhibition of the year's work. Together these three parts make up the remaining 75% in all grades.
- In Grade 10 and 11 all assessment is internal.
- **THEORY – Tests and Examinations**
- As the theory has not been affected by the changes, please consult CAPS for all necessary information – requirements, cognitive levels, etc.

5.3 Revised Framework for the Programme of Assessment for Visual Arts January 2020 Grades 10-11



TABLE OF ASSESSMENTS

ASSESSMENT VISUAL ARTS			
INTERNAL	EXTERNAL		
SBA	PAT EXHIBITION	PRACTICAL EXAM	THEORY EXAM
25%	25%	25%	25%
100 Marks	100 Marks	100 Marks	100 Marks
TOTAL 400 MARKS			

GRADE 10 AND 11 FORMAL ASSESSMENT FOR VISUAL ARTS

SCHOOL BASED ASSESSMENT 25%

150 Marks + 200 Marks + 50 Marks = 400 converted to 100 Marks (SBA)

EXAMINATION 75%

TERM 1 150 MARKS	TERM 2 200 MARKS	TERM 3 50 MARKS	TERM 4 200 MARKS
TASK 1 THEORY TEST (summative assessment) 50 Marks	TASK 3 THEORY EXAM (summative assessment) 100 Marks	TASK 5 THEORY TEST (summative assessment) 50 Marks	TASK 7 END OF YEAR EXAM P1 THEORY EXAM (summative assessment) 100 Marks
12.5%	25%	12.5%	50%
TASK 2 CONCEPTUALISATION Topic 1 (formative assessment) 100 Marks	TASK 4 CONCEPTUALISATION Topic 1 (formative assessment) 100 Marks	TASK 7 END OF YEAR EXAM P2 CONCEPTUALISATION (summative assessment) (50 Marks)	TASK 7 END OF YEAR EXAM P2 ARTWORK (summative assessment) (50 Marks)
25%	25%	25%	25%

TASK 6

PRACTICAL ASSESSMENT TASK (PAT)

(Continuous assessment from Term 1 – Term 3)

TERM 1	TERM 2	TERM 3	TERM 4
ARTWORK 1 Topic 2 (formative assessment) 100 Marks	ARTWORK 2 Topic 2 (formative assessment) 100 Marks	PAT EXHIBITION PROCESS (Internally assessed in term 4)	PAT: EXHIBITION (summative assessment) 100 MARKS
25%	25%	25%	25%
Internally Assessed Artwork (Terms 1 + 2) = 50 Marks		PROCESS & EXHIBITION = 50 Marks	

100%

100 Marks (SBA) + 100 Marks (PAT) + 100 Marks (PAC EXAM) + 100 Marks (Theory EXAM) = 400 TOTAL Marks

ITEM	TERM 1		TERM 2		TERM 3	TERM 4
Form / Types of Assessment	Task 1 TEST Visual Culture Studies	Task 2 PRACTICAL Conceptualising	Task 3 Mid-year Exam Visual Culture Studies	Task 4 PRACTICAL Conceptualising	Task 5 TEST Visual Culture Studies	Task 7 Prac Exam Theory Exam
	Task 6 PAT PHASE 1 Making		Task 6 PAT PHASE 2 Making		Task 6 PAT EXHIBITION PROCESS	Task 6 FINAL PHASE PAT Exhibition
Tool(s) of Assessment	Marking Guideline	Assessment Criteria /Descriptive Rubric	Marking Guideline	Assessment Criteria /Descriptive Rubric	Marking Guideline	Marking Guideline Assessment Criteria /Descriptive Rubric
Total Marks	50	100	100	100	50	100 100 100
Time Allocation	1 hour	At least 3 hrs per week	3 hours	At least 3 hrs per week	3 hours	24 hours 3 hours
	24 hours of 3 hrs per week		24 hours of 3 hrs per week		24 hours	
Date of Completion	Towards end of term	Towards end of term	May/June	Towards end of term	Towards end of term	
Content Focus: Knowledge and Skills	Topic 3 Visual Culture Studies as indicated on ATP	Conceptualising Topic 1 Making Topic 2	Topic 3 Visual Culture Studies as indicated on ATP	Conceptualising Topic 1 Making Topic 2	Topic 3 Visual Culture Studies as indicated on ATP Topic 1 & 2 Extending the Retrospective Exhibition	Conceptualising Topic 1 Making Topic 2 Topic 3 Visual Culture Studies as indicated on ATP

PRACTICAL ASSESSMENT TASKS (Refer to Addendum A and B in CAPS document)

- In Grades 10 and 11 each learner must do one Practical in both terms 1 and 2.
- The teacher will set the practical brief, taking in account the context of the school, resources and see that the task is developmental and ensure a progression of conceptualisation and skills.
- Inspiring creativity, originality and innovation is of utmost importance.
- The written brief must give the exact aim or end product expected regarding medium, size, etc. remembering to give scope to innovative and personal interpretations.
- **The brief should include mini-deadlines to ensure pacing of the task.** Minimum requirements and deadlines regarding the end sourcebook requirements and artwork must be clearly set



Grade 10

- It is important that learners are exposed to different ways of creating artworks and be exposed to different techniques, materials and themes. The focus should be on technical skills and the use of media to ensure that they have the basic skills to express themselves in the more open-ended and interpretive briefs in **Grade 11**.
- Step-by-step projects and process-type work are recommended with an investigation of different approaches.
- It is important to remember that the artwork need not be only one final work but can be a series of related works. Especially in the beginning of Grade 10 this is recommended where learners would do a series of work around a theme exploring different approaches, techniques and media.
- A specialization option such as drawing, painting, sculpture, printmaking, multimedia work, photography, ceramic sculpture, installations, new media work and photography can be introduced.
- **SOURCEBOOK:** To introduce the concept of the source book it is advisable to set more specific assignments for each of the criteria with a specific mark allocation e.g. make six compositional sketches of the still-life, etc. Teachers should facilitate each criteria of the sourcebook with the class.



Grade 11

- Progressively increasing the complexity of practical tasks. Practical projects in Grade 11 should be more theme-based and allow for more divergent ideas and approaches. Guide the learners in this process, e.g. do a mind map in class to show them how to generate ideas.
- Encourage individual expression and give the opportunity to for experimentation with different material and techniques.
- Give clear instructions of minimum requirements and encourage additional, relevant work.
- The artwork should be a substantial piece of work and can be in the form of a diptych, triptych and/or series of smaller works.
- **SOURCEBOOK:** Guide the learners that they should visually tell the '**story**' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their **individuality** and **creativity** as a visual art learner.



TASK 7 PRACTICAL EXAMINATION

- This practical examination will be internally set by the teacher and would be similar to the briefs set for TASKS 2 & 4.
- This practical task will take place over Term 3 (Conceptualisation) and Term 4 (The Artwork).

ASSESSMENT – TOPIC 1 SOURCEBOOK

In Grade 10 and 11 may give more specific instructions for the different Assessment Criteria to guide learners, but the final weighting should be stay the same.

ASSESSMENT CRITERIA	This includes the following:	Weighting
Concept development	<ul style="list-style-type: none"> Mind maps, annotated sketches and drawings to show concept development 	25%
Research, investigation, experimentation, et cetera	<ul style="list-style-type: none"> This should include some or all of the following: Sketches, drawings, photos, images, collected poems, lyrics and any other material that inspires you Research on artists that have inspired you. Experimentation of media and/or different techniques All material must relate to the development of your work, substantiating your decisions 	25%
Process drawings	<ul style="list-style-type: none"> At least 30% should be drawings to explain your concept development 	25%
Presentation and overall view	<ul style="list-style-type: none"> Visually interesting showing a personalised approach Your sourcebook should consist of an average of 8-10 pages 	25%
Total		100

ASSESSMENT – TOPIC 2 ARTWORK

ASSESSMENT CRITERIA	This includes the following:
Choice and use of materials/techniques	<ul style="list-style-type: none"> • Suitability of material and technique according to the concept • Safe and manageable • Technical skill
Use of formal art elements	<ul style="list-style-type: none"> • The importance of the elements and principles of art such as line, shape, colour, texture, space, rhythm, balance, harmony, proportion and composition
Overall impression of work-originality, creativity, innovation.	<ul style="list-style-type: none"> • Generation of new, unique and novel responses/solutions
Interpretation and practical implementation of research.	<ul style="list-style-type: none"> • A personal interpretation of a theme • Experimenting. • Trying new challenges
Completion and presentation of artwork.	<ul style="list-style-type: none"> • Attention to detail • Task completed in allocated time • Presentation according to task
Total	50

PAT (RETROSPECTIVE EXHIBITION)

- This exhibition shows substantial evidence of the learners' Visual Arts conceptualisation, technical skills and knowledge developed over the period of the grade. It showcases the learners' practical development in presenting a cohesive body of work similar to a small one-man exhibition.
- The artworks (Topic 2) from the two Practical tasks are compulsory and minimum requirements.
- As the nature of the subject is creativity and self-expression, learners may not be boxed in by the minimum requirements, but allowed to do more works relating to the two themes they have investigated. We need to encourage self-expression and individuality of learners in this exhibition.
- In TERM 3 learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. The sourcebook/s, although already assessed, must be displayed to demonstrate the development to the final Artwork/s.
- This body of work will be assessed holistically:



ASSESSMENT -PAT (Retrospective exhibition)

CRITERIA

Overall impression of work – originality, creativity, innovation: Development of new and unique responses / solutions

Choice and use of materials/techniques: Suitability of materials and techniques according to the concept. Safety and manageability. Technical skills shown.

Use of formal art elements: The importance of elements and principles of art such as line, shape, colour, texture, space, rhythm, balance, harmony, proportion and composition

Interpretation and practical implementation of theme/s: A personal interpretation of a theme. Experimentation. Tackle new challenges

Completion and presentation of artwork: Attention to detail.

Task completed in time allowed. Presentation according to task

Curating of exhibition: professionalism, clear, etc.

TOTAL: 100



Assessment Criteria for Practical Work

- The following descriptive rubric, **Assessment Criteria for Practical Work**, MUST be use to ensure standardisation in all practical assessments (Topic 1 and 2).



Outstanding		<p>combinations or changes before choosing one idea; made connections to previous knowledge; mastery of problem-solving skills.</p> <ul style="list-style-type: none"> • Effort far beyond that required. • The 'WOW' factor is evident. • Works show great innovation. • Content/conceptual richness of the work is excellent. • The work as a whole is confident and evocative: it engages the viewer with excellent visual qualities. • The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking, and inventive articulation of a broad range of the elements and principles. • Outstanding and original presentation. Exceptional ability, creativity richness, insightful, fluent, high skill, observation and knowledge powerfully expressed; supported by an original or unusual selection of relevant visual references.
Excellent	80 – 89	<ul style="list-style-type: none"> • Striking impact: most of the above; detailed: well organised and coherent; polished; skill evident; supported by an original /unusual/relevant visual references; presentation original and considered; less resolved; some minor flaws evident. • Often excellent technical abilities, but not as innovative OR very innovative, but lacking technical richness.
Very Good	70 – 79	<ul style="list-style-type: none"> • Well organised, as above, but lacks the 'glow and sparkle' (less convincing in terms of imagination, creativity and innovation); good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation; some obvious inconsistencies/flaws evident. • Good evidence of effort and commitment. Interesting/innovative/creative, but not technically resolved. • Technically good, but lacks conceptual richness or vice versa. Work may be creatively innovated, but lacks technical skill.

Good	60 – 69	<ul style="list-style-type: none"> • The work demonstrates some originality; clear intent; convincing; simple direct use of medium; displays understanding but tends towards the pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation; distracting/obvious inconsistencies. • Sound level of competence.
Average	50 – 59	<ul style="list-style-type: none"> • Adequate; feels mechanical; derivative or copied; little insight. • Unimaginative; some visual references not always clearly identified. • Fair presentation; many distracting inconsistencies. • Average level of technical competence. Possibly limited commitment in terms of time and effort. • Imagery is copied from another source with little transformation of images. • Little evidence of trying anything unusual. • Scope of work is narrow and or repetitive.
Below Average	40 – 49	<ul style="list-style-type: none"> • Enough material/works to pass; not logically constructed. • Limited selection of information; poor technical skills and/or a lack of time on task might be contributing factors. • Little use of visual information, clumsy or careless presentation in need of support/motivation to pass. • Imagery is copied from another source with very little transformation. • Composition is weak and undeveloped; no evidence of planning, or

		<ul style="list-style-type: none">• Visually uninteresting, uncreative; limited/poor technical skill used.• Little attempt to present information in an acceptable manner, little or no visual information/reference.• General lack of commitment; in need of support/motivation to pass.• Insufficient time on task. Standard below the acceptable.• Poor solutions to problems; artwork is copied and superficial. No evidence of original thought.
Very Weak: Fail	20 – 29	<ul style="list-style-type: none">• Very little information; jumbled; not easy to view; little or irrelevant work/ visual information.• No effort made to present work in an acceptable manner; general lack of commitment/cooperation.• Very poor skills level.• Project very weak or incomplete.• Poor artistic decision-making.• Classes were missed and learner failed to make up the time.
Unacceptable: Fail	00 – 19	<ul style="list-style-type: none">• Incoherent; irrelevant; very little or no work; lack of even limited skills; no commitment/ cooperation.• Work incomplete.• Poor artistic decision-making/learner put forth no effort.• Most classes were missed and student failed to make up the time.

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