

CREATIVE ARTS GRADE 8

REVISED CURRICULUM AND ASSESSMENT PLANS

Implementation June 2020



Presentation Outline

1. Purpose
2. When will I teach?
3. What will I teach?
4. How will I teach and assess?
5. Reorganisation of Content Topics for the Phase
6. Amendments to the Annual Teaching Plan
7. Amendments of School Based Assessment (SBA)
8. Conclusion

Purpose

- To mediate the amendments of the trimmed and reorganised 2020 Annual Teaching Plan for Creative Arts, Grade 7-9 as stipulated in Circular S2 of 2020.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.



When, what and how of Adapted Creative Arts Teaching Plans



How much teaching time do I have?

Term 2: 20 July – 24 July	**1 week**
Term 3: 3 August – 23 September	**8 weeks**
Term 4: 28 September – 9 December	**7 weeks**

(exam starts in week of 16 November)

When, **What** and How of Adapted Creative Arts Teaching Plans



What do I teach?

- **Revised Teaching and Assessment Plans**
(TAPS) based on Creative Arts CAPS (trimmed & reorganized)



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TERM	2 – 6 Mar						9 – 13 Mar		30 – 16 – 20 Mar	
CAPS topic	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition 12%	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
Concepts, skills and values	Dance conventions: safe environment code of conduct Warm-up: locomotors with change of directions and focus Cooling down with imagery Improvisation & Composition Basic locomotor movements, varying space, directions and tempo: walk, run Non-locomotor movements: curl, uncurl Dance Theory and Literacy Dance terminology Locomotor & non-locomotor movement terms	Dance Conventions: continue & consolidate Warm up: Continue & add: Floor work: core stability exercise: strengthening back, abdominal muscles, focusing on breathing, curving, lengthening the spine Cooling down Dance Improvisation and Composition Basic locomotor movements, varying space, directions and tempo: add skip, hop Non-locomotor movements: curl, uncurl, bend, twist Dance Theory and Literacy Continue & consolidate from previous week	Dance Conventions: Warm up continue, add... leg muscles and joint strengthening and mobility: knee bends and rises in parallel, turned-out positions; low leg extensions/brushes Traveling movement combinations across the floor & changing directions. Cooling down with imagery Dance Improvisation and Composition Basic locomotor movements, varying space, directions and tempo: add gallop, leap; Composition of short dance sequence: locomotor, non-locomotor movements, varying directions, levels and tempi Dance Theory and Literacy Dance terminology: Locomotor and non-locomotor movements	Dance Performance Warm up continues, add Eye focus in preparation for turns; transfer of weight movement combinations Traveling movement combinations across the floor & changing directions. Cooling down with imagery Dance Improvisation and Composition Basic locomotor movements, varying space, directions and tempo: add jump, slide Non-locomotor movements: curl, uncurl, bend, twist, swing, turn, kick and others. Dance Theory and Literacy Dance terminology: Locomotor and non-locomotor movements	Dance Performance Warm up continues, add Articulation of feet and mobility of ankle and knee joints: foot isolations and small jumps, safe landings Traveling movement combinations across the floor & changing directions Cooling down with safe stretching Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi Dance Theory and Literacy Dance terminology	Dance Performance Warm up continues, add Floor work Traveling movement combinations across the floor with changing directions. Class work for the FAT (Formal Assessment Task) Cooling down with imagery and safe, slow stretching Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi Dance Theory and Literacy Dance terminology continues	Dance Performance Warm up continues and consolidates from previous weeks Class work for the FAT (Formal Assessment Task) Cooling down with imagery and safe, slow stretching Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi Dance Theory and Literacy Discussion on elements of space and time	Dance Performance Warm up continues and consolidates from previous weeks Class work for the FAT (Formal Assessment Task) Cooling down with imagery and safe, slow stretching Dance Improvisation and Composition Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi Cooling down with imagery and safe, slow stretching	Formal Practical Assessment Task (FAT): Dance performance: assessed with a rubric 50 marks	
Requisite pre-knowledge	Basic and developing dance technique and understanding of concepts and terminology such as warm-up, locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. https://drive.google.com/open?id=1zu7WRVHv3x0wF8BE-Kuw5u_CWV35									
Informal assessment/ remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance								Formal Assessment Task: Dance Performance 50 marks assessed with a rubric	

TERM 2: 9 days	Week 1					Week 2				
CAPS topic	Dance Performance; Dance Improvisation & Composition Dance Theory and Literacy					Dance Performance; Dance Improvisation & Composition Dance Theory and Literacy				
Concepts, skills and values	Consolidation of work done in term 1 by doing a Baseline Assessment Dance Conventions: Revise- setting a safe environment: greeting, focus, control, use of space & code of conduct, as in Term 1. Dance Performance: Revision of work completed in Term 1. 1. Warm-up ritual: locomotors with changes of direction and focus 2. Floor work: core stability for strengthening back & stomach muscles, focusing on breathing 3. Leg muscles and joint strengthening & mobility: knee bend & rises in parallel and turned out position 4. Transfer of weight movement combinations 5. Articulation of the feet and mobility of the ankle and knee joints: foot isolations and small jumps with safe landings 6. Cool down: with relaxation imagery and slow safe stretching Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness Dance Theory and Literacy: Revision of work completed in Term 1 Code of conduct refer to class poster and work books.					Dance Performance: Revision of work completed in Term 1. 1. Warm-up ritual: locomotors with changes of direction and focus 2. Floor work: core stability for back & stomach muscles: rounding & lengthening the spine 3. Leg Muscles and joint strengthening & mobility: Knee bend & rises in parallel and turned out position, low leg extensions/brushes 4. Exercises to develop eye focus in preparation for turns 5. Traveling movement combinations: across the floor with changing directions; e.g. walks and runs 6. Cool down: with relaxation imagery and slow safe stretching Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness. Dance Theory and Literacy: Revision of work completed in Term 1 Dance terminology: locomotor & non locomotor movements terms.				
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment.									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; video clips of various Dance forms, props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. https://www.youtube.com/watch?v=... Pow foot; Canva; Book Creator, etc.									
Informal assessment/ remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Workbook: Code of conduct					Complete the worksheet on composition of a sequence Work book: dance terminology				
	Formative Assessment No Formal Assessment Task									

TERM 1: 48 DAYS	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
CAPS Topics	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Formal Practical Assessment Appreciation and reflection	Formal Practical Assessment Appreciation and reflection
Concepts, Skills and Values	Voice: relaxation: restful alertness exercises. Physical: posture (neutral position), release tension and establish trust activities. Commence development of short improvisation (theme related to a social or environmental issue). Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners. Research and discussion.	Voice: breath control and capacity and resonance exercises. Physical: posture, develop concentration and focus activities. Devise a topic from the research. Develop structure for performance: plot, characters, place, space, time and audience.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Shaping and focusing the performance: Most important moments/highlights, effective words or dialogue and crucial movements.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Shaping and focusing the performance: Exploration of space and time, e.g. playback, jumps in time, different time, place and flashbacks.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Shaping and focusing the performance: Use of symbols.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Shaping and focusing the performance: Audibility of spoken dialogue.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Shaping and focusing the performance: Finding a clear focus: unnecessary/confusing dialogue and movements removed.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Shaping and focusing the performance: Developing and sustaining dramatic tension.	Classroom improvised drama	Classroom improvised drama
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience							Basic research skills: Access (how find information) Enquire, locate, identify, observe, research Process (the information) Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose	Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette	
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps https://drive.google.com/open?id=1JCm_KESy2Hb2nKq15dH1Dj0T6WUJ									
Informal Assessment & 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: research on topic using variety of stimuli (as provided by teacher). Workbook: mind map of elements of drama and skeleton of plot of the play. Observation, side coaching and direction of tableaux. Workbook: visual representation of use of time – storyboard. Workbook: worksheet on use and meaning of symbols. Rehearsal: side coaching, directing by teacher and peers towards polished performance. Rehearsal: side coaching, directing by teacher and peers towards polished performance. Rehearsal: side coaching, directing by teacher and peers towards polished performance. Rehearsal: side coaching, directing by teacher and peers towards polished performance.									
SBA (Formal Assessment)	Formal Practical Assessment in week 9 & 10.								Formal Assessment Task: Drama Performance 50 marks assessed with a rubric	

TERM 2: 9 DAYS	WEEK 1	WEEK 2
CAPS Topics	Baseline Assessment: Dramatic Skills Development & Drama Elements in Playmaking	
Concepts, Skills and Values	Do a baseline assessment: Voice: Breathing & Relaxation Exercises Physical: Posture (Neutral Position) Dramatic Skills Development & Drama Elements: Worksheets or Quizzes on plot, time, space and character.	
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience	
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps https://drive.google.com/open?id=1JCm_KESy2Hb2nKq15dH1Dj0T6WUJ	
Informal Assessment & Remediation	Workbook: Baseline assessment.	Observe and grade and classroom discussions. Workbook: journal entries, quizzes, puzzles or worksheets.
SBA (Formal Assessment)		

TERM 2 10 Days	1: 13 Jul – 17 Jul 2020				2: 20 Jul – 24 Jul 2020				
CAPS topic	Music literacy Music listening Performing and creating music				Music literacy Music listening Performing and creating music				
Concepts, skills and values	Duration and pitch • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position)				Duration and pitch • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position)				
Requisite pre-knowledge	<i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i> The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand. Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.							Preparation towards Music listening activity during past 8 weeks.	
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments							Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments	
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.
SBA (Formal Assessment)	Informal Formative Assessment								

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 – 24 Jan	3: 27 – 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 – 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 – 20 Mar		
CAPS topic	Create in 2D Visual literacy 10%	Create in 2D Visual literacy 10%	Create in 2D Visual literacy 10%	Create in 2D Visual literacy 10%	Create in 3D Visual literacy 10%	Create in 3D Visual literacy 10%	Create in 3D Visual literacy 10%	Create in 3D Visual literacy 10%	Create in 2D Visual literacy 10%	Formal Practical Assessment (30)		
Concepts, skills and values	<p>Create in 2D: Creative lettering Art elements: shape, line, tone, texture, complementary colour Design principles: contrast, proportion, emphasis, unity, balance Variation of paper size and format: different scale and degrees of detail</p> <p>Visual literacy Art elements and design principles: use in description of artworks. Emphasis on personal verbal expression; express, identify/name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: lettering/graffiti. Values development: lettering/graffiti in popular to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others.</p>				<p>Create in 3D: example functional or mythological containers Art elements and design principles: conscious application in own work. Imaginative representation; Spatial awareness: conscious experience of working with shapes in the modeling process; understanding of depth and visual perspective. Develop craft skills in modeling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail)</p> <p>Visual literacy Art elements and design principles: use in description of artworks. Emphasis on the learner's personal expression and interpretation of functional/mythological containers. Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to functional containers through history.</p>				<p>Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design.</p>		<p>Practical Assessment: 2D Creative lettering 3D: functional/mythological containers 50 marks</p>	
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work											
Resources (other than textbook) to enhance learning	<p>Photographs in resource books and/or examples from life, such as creative lettering in popular culture and graffiti. Coloured inks, dyes, in full colour range; small brushes, small rectangles paper. Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Camia; Book Creator, etc.</p>			<p>Photographs and/or examples from life, such as a variety of containers with different functions and forms; earthenware clay; any other appropriate material, scratching and modeling tools</p>			<p>Self-reflection in workbooks: Journal, self-reflection worksheet.</p>			<p>Visual stimuli in resource books. Self-reflection in workbooks</p>		<p>Classroom discussion</p>
Informal assess; 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											
SBA (Formal Assessment)	Formal Assessment: 2D art work towards 50 marks				Formal Assessment: 3D art work towards 50 marks				Formal Assessment Task: 2D and 3D art work 50 marks assessed with a rubric			

TERM 2 9 days	Week 1				Week 2					
CAPS topic	Create in 2D Visual literacy				Create in 2D Visual literacy					
Concepts, skills and values	<p>Baseline assessment Do a baseline assessment: could include any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different Art Elements & Design Principles. classroom discussion (verbal question & answer, group discussions) on basic Art Elements & Design Principles by referring to various age appropriate artworks. a quiz. create a 2D artwork focusing on drawing and / or colour media. colour theory & design principles: analogous / related colour, shape, line, tone, texture, etc. worksheets. 				<p>Create in 2D, e.g. Figures and Fashion Design / Careers in Design Own and wider world: observation and interpretation of own and broader visual world through increasing complexity of:</p> <ul style="list-style-type: none"> drawing painting exploration of media <p>Using:</p> <ul style="list-style-type: none"> art elements (same as before, but include analogous / related colour) <p>Visual literacy Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles.</p>					
Requisite Pre-knowledge	Basic understanding and ability to use art elements and principles in 2D work and Visual Literacy. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.									
Resources (other than textbook) to enhance learning	<p>Pictures / photographs / 'real-life' examples of people. Pencils, ballpoint pens, koki or black wax crayons, art journals. Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Camia; Book Creator, etc.</p>				<p>Pictures / photographs / 'real-life' examples of people. Pencils, ballpoint pens, koki or black wax crayons, art journals.</p>					
Informal assess; remediation	Teacher observation and guidance. Workbook: baseline assessment art terminology and vocabulary.				Teacher observation and guidance. Workbook: Planning and preparing; interpret brief. Workbook: description of artworks using appropriate terminology.					
SBA (Formal Assessment)	<p>Download more resources like this on ECOLEBOOKS.COM</p>									

When, **what** and How of Adapted Creative Arts Teaching Plans



What do I assess?

Term 2: No formal assessment for recording purposes. Formative Assessment

****Assessment FOR learning****

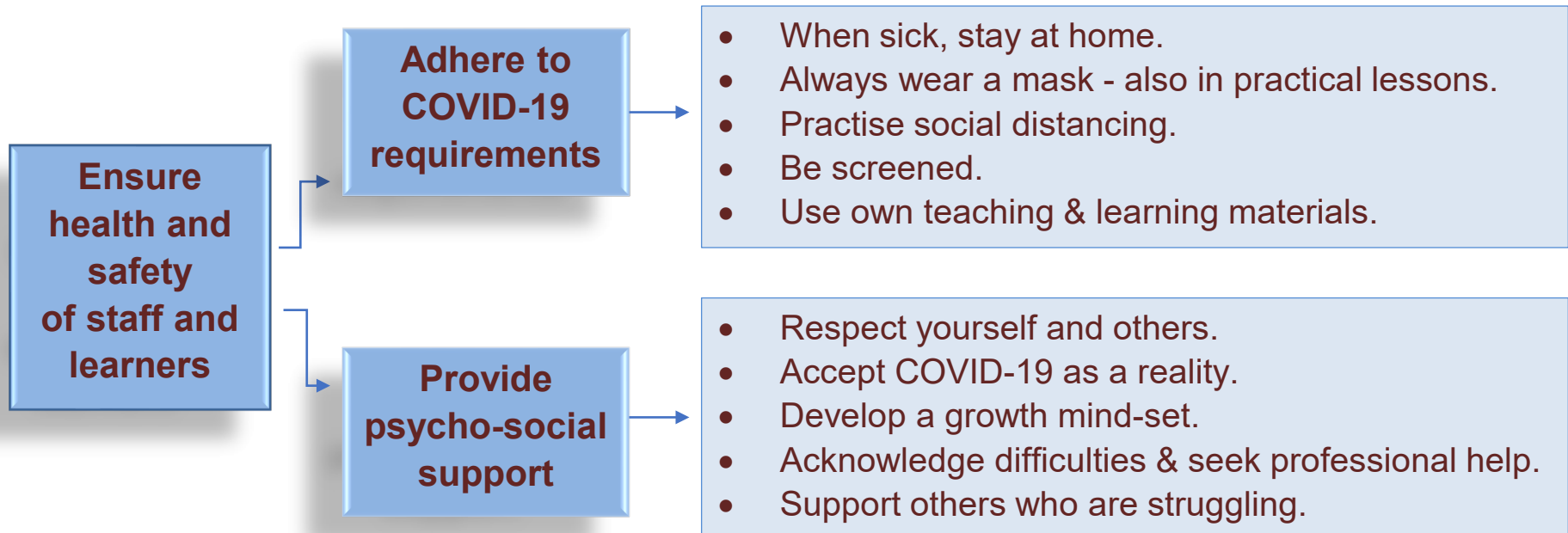
Term 3: Formal Assessment: Practical Task per Art Form
50 marks per art form

Term 4: Written Test/Exam per Art Form
50 marks per art form

When, What and **How** of adapted Creative Arts Teaching Plans

HOW?

How do I teach during the time of COVID 19?





General Guidelines for all Art Forms

- Learners 1.5m apart from each other during the lesson at all times.
- Provide physical guides - tape on floors, signs on walls.
- Masks are worn at all times.
- Hands washed/sanitised before entering classroom.
- If in Dance/Drama room, clean socks pre-lesson, socks removed post lesson and placed in plastic bag.
- Sanitise floor post lesson if socks are not worn.
- Sanitise classroom before and after lesson.
- Ensure room is well-ventilated.
- The physical space expanded - making use of nearby libraries, community halls, leisure centres, churches, etc.



continues....

DANCE: taught according to TAPS with a theoretical and practical component

- learners guided/monitored - mask fits well, at all times.
- use biggest available space.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- floor sanitised after each lesson.
- clean socks pre lesson, socks removed post-lesson.
- no contact/group work/partner work.
- refrain from aerobic and strenuous activity – impact on breathing.
- explore chair/desk dances/ creative exploration of limited space/axial movement, etc.
- online resources: video and audio clips.





continues....

DRAMA: taught according to TAPS with a theoretical & practical component

- learners guided/monitored - mask fits well, at all times.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- no group work – select individual performances where possible.
- focus on individual performances.
- explore creative use of space, themes related to social, emotional issues of COVID 19.
- online resources: video and audio clips – listening activities.



continues....

MUSIC: according to TAPS with a theoretical & practical component

- learners guided/monitored - mask fits well, at all times.
- no sharing of instruments, e.g. guitar, drums, etc.
- no teaching of wind and brass instruments (masks)
- added risk: breath is aerosolized/forcefully ejected when playing.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- focus on individual performances.
- online resources: video and audio clips – listening activities.





continues....

VISUAL ARTS: taught according to TAPS with a theoretical and practical component

- learners guided/monitored - mask fits well, at all times.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- no sharing items (brushes, pencils, crayons, etc.)
- keep each learners' art material in individually labeled containers – if learners can provide their own.
- online resources: video and audio clips – listening activities.
- explore themes related to COVID 19 in art works.



when no space is available...

TEACHER'S ROLE

- Follow the adapted TAPS.
- Use and/or adapt WCED designed lesson plans per week. This will lessen stress and workload.
- Demonstrate practical skills in class.
- Make use of digital resources i.e. show video or audio clips if possible.
- Guide and explain lesson plan to learners.
- Answer and explain any questions that learners might have.
- Work through worksheets or written activities.
- Motivate and stress the importance of repetition and practise of skills at home.
- Keep learners inspired and motivated to complete tasks at home.
- Online classes to support and guide learners with practical skills.





when no space is available
continues...

LEARNER'S ROLE

- Receives written lesson plan in hard copy OR via WhatsApp OR Google Classroom etc.
- Practise in class: limited practical skills with teacher that can be done at a desk: e.g. Dance - stand up and do a spinal roll. Drama - vocal warm-ups. Music - tapping beats/rhythms on desks. Visual Art - drawings with own pencil, etc.
- No sharing of any art equipment or musical instruments.
- Practise all performance skills at home in preparation for the next lesson.
- Complete written activities at home in preparation for the next lesson.
- Optional: attend online classes with teacher for support and guidance.



Assessment and Moderation

Learners doing practical at home

- Video footage of all practical tasks (performance) provided for assessment. To be up and downloaded at school.
- Footage to be retained as evidence for moderation by the province, DBE.
- Visual Art: photographic evidence as per teacher's guidelines.

Learners doing practical at school

- Practical assessment scheduled for last two weeks of Term 3.
- Timetable per class group: learners assessed in small groups dependent on space, maintaining social distancing.
- Mainly individual performances.
- Visual Art: assessment of art works / photographic evidence.



Now that you know all the essentials of **When, What and How** you must teach, it is time to see how the curriculum was reorganised.



Every child is a National Asset

Reorganisation Content Topics for the Phase



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Basic Education
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Reorganisation of Content Topics: Dance

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1UAQS93S85rkts1ZNyepQt3R4qBrPIpY>

Reorganisation of Content Topics: Drama

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1PxHf-Pb0kS6uFoA7ZtYaMweXRU65XKgX>



Reorganisation of Content Topics: Music

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1voXR6Klb6ZE3GNMx6IBMFwcRLbkLJL1n>

Reorganisation of Content Topics: Visual Art

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1l8llyiRlSkKkDtiyXPfs3LPR9hY2Cs95>



Amendments Annual Teaching Plan



Amended Content/Topics

Grade 8 Dance

Content/Topics	Term	Amendment
<p>Baseline Assessment</p> <p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation & Composition</p> <p>Topic 3: Dance theory and Literacy</p>	2	<p>Complete reduction and therefore adaptation of Term 2 due to the fact that learners will possibly only have a 1/2 lesson/s for the term.</p> <p>The purpose of a baseline assessment is to measure the level of learners' skills and knowledge in Drama before teaching and learning for the term commences.</p> <p>It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.</p>

Amended Content/Topics

Grade 8 Dance

Content/Topics	Term	Amendment
<p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation & Composition</p> <p>Topic 3: Dance Theory and Literacy</p>	<p>3</p>	<p>Topic 1: Arm movement, positions and sequences reorganised - in other activities.</p> <p>Turns on one leg with eye focus has been integrated with transfer of weight.</p> <p>Learning a short group dance focusing on team work and presentation skills have been removed and replaced.</p> <p>Topic 2: Remains as stipulated in CAPS.</p> <p>Topic 3: Discussion of a dance seen in the community, on television or on stage is replaced.</p>

Amended Content/Topics

Grade 8 Dance

Content/Topics	Term	Amendment
Topic 1: Dance Performance Topic 2: Dance Improvisation & Composition Topic 3: Dance Theory and Literacy	4	Topic 1: Consolidation of the work as indicated in Term 3 of the Revised ATP. Topic 3: Revision of the work completed in Term 3 as indicated in the revised ATP.

Grade 8 Drama

Content/Topics	Term	Amendment
Baseline Assessment Topic 1: Dramatic Skills Development Topic 2: Drama elements in playmaking	2	The purpose of a baseline assessment is to measure the level of learners' skills and knowledge in Drama before teaching and learning for the term commences. It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.
Topic 1: Dramatic Skills Development Topic 3: Interpretation and Performance of Dramatic Forms: Poetry/Praise Poetry	3	Content and skills of term 2 integrated and scaffolded within the content of term 3. Topic 1: Reduced physical and vocal exercises. Topic 3: Reduced choice of Performance. Topic 5: Removed and integrated with topic 3.
Topic 1: Dramatic Skills Development Topic 2: Drama Elements Topic 3: Interpretation and Performance of Selected Dramatic Forms: Dialogues	4	Integration/Combine: Term 3 and 4. Topic 1: Reduced physical, vocal exercises Topic 2: Removed improvisation, themes and research Topic 3: Reduced choice of performance. Topic 4: Removed & integrated with topic 3.

Amended Content/Topics

Grade 8 Music

Content/Topics	Term	Amendment
Baseline Assessment Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	2	Content in Term 1 & 2 was compared and repetitions were identified. Removed content which was covered in Term 1 and can be done away with in Term 2.
Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	3	Content in Term 2 & 3 was compared and repetitions were identified. Removed content which was covered in Term 2 and can be done away with in Term 3.
Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	4	Topic 1 has been left as it consolidates what has been taught and learned in Terms 1- 3. Content in Term 3 & 4 was compared repetitions were identified. Removed content that was covered in Term 3.

Grade 8 Visual Art

Topics	Term	Amendment
Baseline Assessment Topic 3: Visual Literacy	Term 2	<p>Baseline Assessment.</p> <p>The purpose of baseline assessment is to measure the level of learners' skills and knowledge in Visual Art before teaching and learning for the term commences.</p> <p>It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.</p>
Topic 1: Create in 2D Topic 2: Create in 3D Topic 3: Visual Literacy	Term 3	<p>Topic 3: Visual Literacy: Implement into every lesson through various exercises that integrate the Art Elements & Design Principles over the course of the term. These exercises are the core of what is needed for progression.</p> <p>Focus on combining the 2D &3D activities into one task for the term by creating a mixed media artwork that includes the required Art Elements & Design Principles.</p>
Topic 1: Create in 2D Topic 2: Create in 3D Topic 3: Visual Literacy	Term 4	<p>Topic 3: Visual Literacy: Implement into every lesson through various exercises that integrate the Art Elements & Design Principles over the course of the term. These exercises are the core of what is needed for progression.</p> <p>Focus on combining the 2D activities into one task for the term by creating a mixed media artwork that includes the required Art Elements & Design Principles.</p>

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Amendments School Based Assessment (SBA)



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Programme of Assessment: Grade 8

Formal Assessments (SBA during the year)	End-of-year examination
200 ÷ 2.5 = 80 marks (80%)	100 ÷ 5 = 20 marks (20%)
Assessment of practical work in TWO art forms - 200 marks (80%)	Written examination – 100 (20%)

Assessment per Term

TERM 1	TERM 2	TERM 3	TERM 4
Practical Assessment	Practical Task	Practical Assessment	Written Examination
Art Form 1: 50 marks (20%) Art Form 2: 50 marks (20%)	Informal Formative Assessment.	Art Form 1: 50 marks (20%) Art Form 2: 50 marks (20%)	Art Form 1: 50 marks (10%) Art Form 2: 50 marks (10%) Revision of the year's work for formal assessment.
Total: 100 marks (40%)		Total: 100 marks (40%)	30% of each exam paper should be based on applied competence: reflection and practical application questions
			Total: 100 marks (20%)
			Practical tasks: Informal Formative Assessment

Revised

Practical Assessment Task

- Practical tasks are formally assessed in Term 1 & 3.
- Practical Activities in Term 2 & 4 serve as Formative Tasks and will not be formally assessed.
- The practical skills and content will be assessed in the written test/exam in Term 4.



CONCLUSION



“

Art can transform lives.
It gives us the power
to question, to confront,
to explore, and to
challenge how we think
about the world.

—Lucy Liu, Ignite Co-chair

”

