SUGGESTED PLANNING of TEACHING and ASSESSMENT

Term 1 45 days	Week 1 27-29 January (3 days) Baseline Assessment	Week 2 1-5 February Baseline Assessment	Week 3 8-12 February Music literacy	Week 4 15-19 February Music literacy	Week 5 22-26 February Music literacy	Week 6 1-5 March Music literacy	Week 7 8-12 March Music literacy	Week 8 15-19 March Music literacy	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days) Formal Practical	
cars topic	Dasenne Assessment	baseline Assessment	Music listening Performing and creating music	Music listening Performing and creating music	Music listening Performing and creating music	Music listening Performing and creating music	Music listening Performing and creating music	Music listening Performing and creating music	Formal Practical Assessment	Assessment	
	Consolidation of music notation: • Note values: crotchet, minim,		 Develop the provided by should be explored throug important to refer to basis empo, texture, rhythm, etc.) Listen to the sound of the families of instruments and describe how the 	he ability to sing in tune throug the the songs and instrumental p ic knowledge, like letter names should be addressed in each w Listen to the sound of the families of instruments and describe how the sound	thing exercises suitable for the i h a repertoire of songs of social pieces learners perform and thei of notes, note values, clefs, time yeek across the term – wheneve Listen to the sound of the families of instruments and describe how the sound is produced:	significance. ir active listening to music pla e signatures, key signatures. r working with sheet music, a Listen to the sound of the families of instruments and describe how the	lways refer to all these me Listen to the sound of		Formal Practical Ass (FAT): 50 marks Practical Listening a questionnaire based the families of instru- Including assessing own appreciation an performances listen	ctivity with d on the sound of uments. music literacy and nd evaluating	
Concepts, skills and values	 dotted minim, semibreve, quaver rests – as for note values. Time signatures: 2/4; 3/4; 4/4. Treble and the bass clefs. Letter names on the treble and bass clefs. Construction of the major scale: C and G major. 	 semibreve, quaver rests – as for note values. Time signatures: 2/4; 3/4; 4/4. Treble and the bass clefs. Letter names on the treble and bass clefs. The construction of the major scale: C and G major. Listen to the sound of the families of instruments and describing how the sound is produced: Membranophone 	sound is produced: - Membranophone (complete last week's work if necessary) - Idiophones Create own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.		- Chordophones Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar.	sound is produced: - Chordophones Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.		s based on a personal or			
Requisite pre- knowledge	The basic elements a	nd theory of music which wer	e taught in Primary schoo	l: clefs, letter names of note	es, note values, time signatur	es, key signatures, elemen	ts (tempo, dynamics, rh	ythm, beat, texture)	Preparation towar activity during	rds Music listening 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 Senior Phase Music Guide for teachers (WCED). <u>https://bit.ly/2JBzAFj</u> Lesson Plans: <u>https://bit.ly/37WLphE</u>									
Informal assessment; remediation	Con Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	tinuous informal assessment Workbook: mind map of elements of music.	through observation, class Observation, side coaching and direction by teacher to continuously improve technique.	Workbook: reflection by means of journal on relationship in music.	continuous reflection in wor Observation and assistance on basic music elements.	kbooks (journals, workshe Peer assessment on creating musical performances.	ets, puzzles, quizzes, cla Rehearsal, directing b towards polished Mu	y teacher and peers	Classroom discussion reflection using Mus learnt during past w	ic terminology eeks	
SBA (Formal Assessment)										ask: Listening activity narks	



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Grade 8 Creative Arts: Music 2021

Term 2 51 days CAPS topic	Week 1 13 – 16 April (4 days) Music literacy Music listening Performing and	Week 2 19 – 23 April Music literacy Music listening Performing and	Week 3 26 – 30 April (4 days) Music literacy Music listening Performing and	Week 4 03 – 07 May Music literacy Music listening Performing and	Week 5 10 – 14 May Music literacy Music listening Performing and	Week 6 17 – 21 May Music literacy Music listening Performing and	Week 7 24 – 28 May Music literacy Music listening Performing and	Week 8 31 May – 04 June Music literacy Music listening Performing and	Week 9 07 – 11 June Music literacy Music listening Performing and	Week 10 14 – 18 June Formal Practical Assessment	Week 11 21 – 25 June and Written
	creating music	Music lite ۲ Encourage ۲ A variety of musi ۶	Develop the ability to sing eracy should be explored e active listening to identifical styles for listening, im redge like letter names of addressed in all	in tune through a repert through the songs and in ty the elements and princ provising and performan notes, note values, clefs weeks across the term –	oire of songs from the sta astrumental pieces that le ciples of music in a variet ace can be used: choral v s, time signatures, key sig whenever working with	earners perform and thei y of musical styles (West vorks, group instrumenta	stern/African/Indian/pop r active listening to music ern Classical, African, Indi Il works, solo vocal works of music (dynamic, temp r to all these mentioned.	played by others. an, popular music). , solo instrumental work		GUIDELINES FOR EXAMINATIONS Content is made reflections, activi workbooks (Musi on all the practica theoretical work term 1 and 2.	up of notes, ties in learners' ic Literacy) based al and
Concepts, skills and values	 Duration: Note values: triplet. Time signatures: 2/4; 3/4; 4/4. Active listening to identify Meter: duple and triple. 	 Pitch: The construction of the major scale - F major. Active listening to identify Meter: duple and triple. 	 Reading musical notation: Reading music in the keys of C, G and F major. Active listening to identify rhythmic and melodic repetition. 	 Reading musical notation: Reading music in 2/4; 3/4; 4/4 time. Active listening to identify rhythmic and melodic repetition. 	 Musical terminology: Dynamics: piano; forte; crescendo; diminuendo. Tempo: allegro; andante. Active listening to identify dynamics: piano and forte. 	 Active listening to identify contrasts in tempo and texture. Active listening to identify the Boomeaning of the lyrics. 	 Create own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments by writing four-line lyrics based on a personal or social issue. 	 Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments by writing four-line lyrics based on a personal or social issue 	 Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments by writing four-line lyrics based on a personal or social issue 	NB: Classroom dis critical reflection terminology, shar individual and gro performances. Appreciation for p performance and Rehearsal towarc performance dur weeks. Performance skill behaviour, theatr	using music ring ideas on oup polished I skills acquired. Is polished ing past 8 Is, audience re etiquette.
Requisite pre- knowledge	The basic elements and theory of music which were taught in Primary School: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture).									individual and /o	
Resources to enhance learning		Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. Lesson Plans: <u>https://bit.ly/39BuXGc</u>									Assessment sic literacy erm 1 and 2.
Informal assessment; remediation	Continuous inform Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	al assessment through ol Workbook: mind map of elements of music.	bservation, classroom dis Workbook: reflection by means of journal on relationship in music	cussions, learners' contin Workbook: reflection by means of journal on relationship in music.	uous reflection in workb Observation and assistance on basic music elements.	ooks (journals, workshee Peer assessment on creating musical performances.	ts, puzzles, quizzes, class Rehearsal, directing by teacher and peers towards polished Music performance.		elf, peer or teacher. Rehearsal, directing by teacher and peers towards polished Music performance.	50 marks Cognitive levels: Lower order: 309 Middle order: 40 Higher order: 309	% %
SBA (Formal Assessment)			1	1	1	1	1	1	I	Equal weighting practical and wri assessment. Recommendation timetable to asse theory examinat	tten n: exam slot on ess practical and



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Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	We 06 – 1		
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music lite Music liste Performin creating m		
	 Start every week's class with warm-up and breathing exercises suitable for the instrument or voice. Develop the ability to sing in tune through a repertoire of songs from the standard repertoire of Western/African/Indian/popular music The music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others. Encourage active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music). A variety of musical styles for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works. Important to note that reference to basic knowledge like letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) shour addressed in all weeks across the term – whenever working with sheet music, always refer to all these mentioned. Repetition of content across terms allows for enriched, extended and creative teaching. 										
Concepts, skills and values	 Duration: Note values – triplet Time signatures: 2/4; 3/4; 4/4 Active listening to identify Meter: duple and triple. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: - Chordophones. 	 Pitch: The construction of the major scale - F major. Active listening to identify Meter: duple and triple. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: - Idiophones. 	 Reading musical notation: Reading music in the keys of C, G and F major Active listening to identify Rhythmic and melodic repetition. Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: Membranophones. 	 Reading musical notation: Reading music in 2/4; 3/4; 4/4 time Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments: Aerophones. 	 Musical terminology: Dynamics: piano; forte; crescendo; diminuendo Tempo: allegro; andante Active listening to identify dynamics, contrasts in tempo and texture and the meaning of lyrics. 	 Active listening to identify Rhythmic and melodic repetition. Creating own music in Creating own music in Greating own music in Treating own music in Writing four- line lyrics based on a personal or social issue and adding own melody to it. 	 Creating own music in group context by - improvising on a melodic ostinato or riff. Writing four-line lyrics based on a personal or social issue and adding own melody to it. 	Composing a o on a social issu available softw	e using the v		
Requisite pre- knowledge	The basic eleme	l nts and theory of music	l c which were taught in Prin	-	l er names of notes, no texture). Plans: <u>https://bit.ly/3</u>	ote values, time signa	L tures, key signatures, ele	l ements (tempo, dynai	mics, rhythm		
Resources to enhance learning			Musical instruments, text	tbooks/ songbooks/fil	e resource with or wi	ithout CD with music	and/or accompaniments				
Informal assessment; remediation	Workbook: new terminology explored with quizzes, pictures,	Workbook: reflection by means of journal on relationship in	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in	ntinuous reflection in or teacher. Observation and assistance on basic music elements.	workbooks (journals, Peer assessment on creating musical performances.	worksheets, puzzles, qu Peer assessment on creating musical performances.	izzes, class tests, etc.) Rehearsal, directin peers towards pol performance.	ng by teachei		
SBA (Formal Assessment)	diagrams, etc.	music.		music.			1				



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eek 9	Week 10	Week 11						
10 Sep	13 – 17 Sep	20 – 23 Sep						
	~~ P	(4 days)						
eracy	Formal Pract	ical Assessment						
tening								
ng and								
music		semant Test (FAT)						
	Formal Practical Asse 50 marks	ssment (BSK (FAT):						
ould be	Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation and evaluating performances listened to.							
ingle based voice or								
n, beat,	-							
n, beat,								
	4							
veolf mean	4							
y self, peer								
er and]							
2								
	Formal Assessment	Task: Listening activity						
	i ormai Assessinent	50 marks						

Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 - 15	Week 3 18 – 22	Week 4 25 - 29	Week 5 01 – 05 Nov	Week 6 08 – 12	Week 7 15 – 19	Week 8 22 – 26	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Formal Practical and Wri	tten Assessment
Concepts, skills and values	 Duration: Meter - 2/4; 3/4; 4/4; compound duple 6/8. Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8 Pitch. 	 The music Encourage A variety of music nt to note that reference to be Consolidation of the construction of the major scale: C, G, D and F Major. Reading (singing or playing) music in the keys of C, G, D and F Major. 	 evelop the ability to sing in ture literacy should be explored to active listening to identify the stal styles for listening, improvious consick nowledge like letter name addressed in all week of the stal styles for listening, improvious consister the stal styles for listening, improvious constrained and the stal styles for listening to stal styles for listening to stal stal styles for listening to styles for listening to stal styles for listening to style styles	 he through a repertoire of through the songs and insige elements and principles ising and performance cannes of notes, note values, ks across the term – where ion of content across term Listen to recorded or live music and write own impression focusing on: Message of the music (lyrics) Instruments/voices used. Tempo Dynamics Placing it in a cultural or social context. The performing artist or composer. 	trumental pieces learners perfo of music in a variety of musical n be used: choral works, group , clefs, time signatures, key sign never working with sheet music music and write own a sallows for enriched, extended Listen to recorded or live music and write own impression focusing on: • Message of the music (lyrics) Instruments/voices used • Tempo ÉcoleBoo • Dynamics • Placing it in a cultural or social context. • The performing artist or composer.	 rtoire of Western/African/India orm and their active listening to styles (Western Classical, Afric o instrumental works, solo voca natures and all elements of music and creative teaching. Creating own music in group and solo context by - composing a musical work and adding another art form to it. 	 music played by others. an, Indian, popular music). I works, solo instrumental vice (dynamic, tempo, texture ioned. Creating own music in group and solo context by - composing a musical work and adding another art form to it. 	 Creating own music in group and solo context by - composing a musical work and adding another art form to it. 	GUIDELINES FOR MID-YEAR EXAMINATION Content is made up of notes, reflections, activities in learners' workbooks (Music Lite based on all the practical and theoretical wo done during term 3 and 4. NB: Classroom discussion and critical reflect using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and acquired. Rehearsal towards polished performance du past 8 weeks. Performance skills, audience behaviour, the etiquette. Formal Practical Performance: individual an /or groups 50 marks Formal Written Assessment focussing on m literacy covered during term 3 and 4. 50 marks Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%	
Requisite pre- knowledge	The basic elemer	•			texture)	time signatures, key signatur		namics, rhythm, beat,	Equal weighting betweer assessment.	i practical and written
Resources (other than textbook) to enhance learning				Lesson Plans	: <u>https://bit.ly/3k7IRS2</u>	th music and/or accompani			Recommendation: exam assess practical and theo	
			-	(or teacher.	(journals, worksheets, puzzl	es, quizzes, class tests, e			
Informal assessment; remediation	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished music performance.		
SBA (Formal				1	1			1	Formal Practical perform /or groups.	ance: individual and
Assessment)									Formal Written Question	Paper.



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