basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

NON LANGUAGES

GRADE 8

Table of Contents

1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal
- educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the *1st* June 2020.

4. Revised Teaching Plans per Subject

This document presents the content phase plan and the revised national annual teaching plans for Grade 8.

1.1 Creative Arts

1.1 Dance

Revised National Teaching Plan

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	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition; Dance Theory and Literacy**	**Dance Performance** **Dance Improvisation and Composition**	**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**	**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 Travelling movement combinations across the floor & changing directions. Cooling down **Dance Improvisation and Composition** Basic locomotor movements, varying space, directions and tempo: add jump, slide Non-locomotor movements: curl,	**Dance Performance** Warm up continues, add Eye focus in preparation for turns; transfer of weight movement combinations Travelling 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, on-locomotor	**Dance Performance** Warm up continues, add Articulation of feet and mobility of ankle and knee joints: foot isolations and small jumps, safe landings Travelling 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	**Dance Performance** Warm up continues, add Floor work Travelling 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 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**	**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**	

		Continue & consolidate from previous week	uncurl, bend, twist, swing, turn, kick and others. **Dance Theory and Literacy** Dance terminology	movements, varying directions, levels and tempi **Dance Theory and Literacy** Dance terminology: Locomotor and non-locomotor movements	directions, levels and tempi **Dance Theory and Literacy** Dance terminology	**Dance Theory and Literacy** Dance terminology continues	Discussion on elements of space and time		
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								Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette
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. EdPuzzle; PowToons; Canva; Book Creator, etc. https://drive.google.com/open?id=1zu7WiRVHV9x0edl8J8E-KuwSu_OWni35								Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional)
Informal assessm; 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: Code of conduct in the dance class: discussion, negotiation and generating a class poster; new Dance terminology	Workbook: mind map skills and techniques explored in floor work	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on locomotor movements	Observation, side coaching and direction on safe landing, jumps, etc. Workbook: diagram on Dance elements	Peer assessment on locomotor & non-locomotor combinations Workbook: importance of warm-up and cooling down	Teacher guidance towards Dance performance Workbook: worksheet reflecting on Dance performance	Rehearsal; directing by teacher and peers towards polished Dance performance Workbook: worksheet peer assessment	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.
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, controls, 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. **Travelling 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. EdPuzzle; PowToon; 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	
	Workbook: Code of conduct	Complete the worksheet on composition of a sequence Work book: dance terminology
SBA (Formal Assessment)	**Formative Assessment** **No Formal Assessment Task**	

TERM 3: 37 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
CAPS topic	**Dance Performance** **Dance Improvisation and Composition** **Dance Theory and Literacy**		**Dance Performance** **Dance Improvisation and Composition** **Dance Theory and Literacy**		**Dance Performance** **Dance Improvisation and Composition** **Dance Theory and Literacy**		**Dance Performance** **Dance Improvisation and Composition** **Practical Assessment**	
Concepts, skills and values	**Consolidation of work done in term 1** **Dance Performance:** 1. **Warm-up ritual**: built up gradually focusing on posture & alignment. 2. **Floor work:** developing strength and mobility in hips and feet. 3. **Leg muscles and joint strengthening & mobility:** knee bends, rises, lunges, leg lifts and kicks. 4. **Articulation of the feet and mobility of the ankle and knee joints:** foot isolations and small jumps, off two feet and landing on two feet with rhythmic patterns, focusing on safe landings. 5. **Aerial/travelling movements:** moving across the space using a range of music genre and rhythms. 6. **Cool down**: gradual reduction of speed and size of movements. **Dance Improvisation and Composition:** **Dance Elements**: time-slow motion, double time, varying accents and polyrhythms. **Dance Theory and Literacy:** Purpose of warming up and cooling down.		**Dance Performance:** 1. **Warm-up ritual**: add spinal rolls and side bends still focusing on posture and alignment. 2. **Floor work:** add arm mobilisation, positions and sequences. 3. **Leg muscles and joint strengthening & mobility:** add knee bends and rises with balances. 4. **Transfer of weight & Turns**: Lunges and steps in all directions, simple turns with eye focus. 5. **Articulation of the feet and mobility of the ankle and knee joints:** add jumps off two feet landing on one foot. 6. **Steps and sequences from a Social or Popular Dance form** 7. **Cool down:** add stretching. **Dance Improvisation and Composition:** **Exploration of dance elements**: space – symmetry, asymmetry and patterning. **Dance Theory and Literacy:** Discussion of social or popular dance: origin, characteristics, effect on dancers and audience.		**Dance Performance:** 1. **Warm-up ritual**: add swinging arms and circling different body parts. 2. **Leg muscles and joint strengthening & mobility:** add circular leg movement and kick in all directions. 3. **Transfer of weight & Turns:** transfer of weight combinations with rhythmic variations and turns on one leg with eye focus. 4. **Articulation of the feet and mobility of the ankle and knee joints:** add small jumps off one-foot landing on one foot. 5. **Aerial/travelling steps across space:** e.g. gallops, step hops and leaps. 6. **Step and sequences from a Social or Popular Dance form** 7. **Cool down:** stretching and relaxation exercises with soft gentle music. **Dance Improvisation and Composition:** **Exploration of dance elements:** force- how the use of energy/force affects the quality of dance movement; weight; gravity. **Dance Theory and Literacy:** Discussion of social or popular dance: origin, characteristics, effect on dancers and audience.		**Dance Performance** 1. **Warm-up ritual**: spinal rolls, side bends focusing on posture and alignment, arm swings and circling different body parts. 2. **Floor work**: developing strength & mobility in hips and feet with arm mobilisation, positions and sequences. 3. **Leg muscles and joint strengthening & mobility:** knee bends, rises with balances, lunges, leg lifts and circular leg movement and kick in all directions. 4. **Transfer of weight & Turns:** lunges and steps in all directions, combinations with rhythmic variations, turns on one leg with eye focus. 5. **Articulation of the feet and mobility of the ankle and knee joints:** foot isolations and small jumps, off two feet and landing one foot and off one foot landing on one foot with focusing on safe landings. 6. **Aerial/travelling steps across space:** e.g. gallops, step hops and leaps. 7. **Step and sequences from a Social or Popular Dance form** 8. **Cool down:** stretching and relaxation exercises with soft gentle music. **Dance Improvisation and Composition:** **Exploration of dance elements:** time, space and force. **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; video clips of various Dance forms; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							

Informal assessment remediation	Workbook: purpose of warming up and cooling down	Classroom observation, guidance by teacher Workbook: information on social or popular dance	Workbook: terminology, reflection Observation, side coaching on social or popular dance	Preparation towards a formal practical dance assessment.
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance			**Formal Assessment Task:** **Dance Performance** **50 marks assessed with a rubric**

TERM 4: 38 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Gr 8 Examination
CAPS topic	**Dance Performance** **Dance Theory and Literacy**	**Dance Performance** **Dance Theory and Literacy**		**Dance Performance** **Dance Improvisation and Composition** **Dance Theory and Literacy**		**Dance Performance** **Dance Improvisation and Composition** **Dance Theory and Literacy**		**Written Examination**
Concepts, skills and values	**Consolidation of work done in previous terms.** **Warm-up ritual** consolidate from previous terms. **Cooling down:** consolidate from previous terms. **Mastery of the dance class**: attention to detail, correct posture, correct alignment, safe landings from aerial movements. **Dance Theory and Literacy** Revision of dance theory and literacy from previous terms.	**Warm up ritual**: consolidate from previous terms. Mastery of the dance technique from the previous terms. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. **Cooling down** using flowing lyrical movements to slow, calm music followed by stretching of all body parts. **Dance Theory and Literacy** Revision of dance theory and literacy from terms 1, 2 and 3.		**Warm up ritual:** consolidate from previous terms. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. **Cooling down** using flowing lyrical movements to slow, calm music followed by stretching of all body parts. **Dance Improvisation and Composition** Composition of a movement sequence that uses gestures to explore an idea, mood or thought. **Dance Theory and Literacy** Reflection on own dance experiences.		**Warm up ritual:** consolidate from previous terms. Mastery and performance of a short dance showing commitment to the movement, attention to detail, timing and spatial awareness. **Cooling down** using flowing lyrical movements to slow, calm music followed by stretching of all body parts. **Dance Improvisation and Composition** Composition of a movement sequence that uses gestures to explore an idea, mood or thought. **Dance Theory and Literacy** Reflection on own dance experiences.		**Notes on or guidelines for final examinations:** **Written Examination: 50 marks** **Terminology** **Elements of Dance** **Safe Dance Practice** **Dance Forms** **Dance Literacy** **Self-Reflection** **50 marks** **Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%**
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 owards 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. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment remediation	Revise term three theory: worksheet	Observation, side coaching and direction on short dance Reflection on own and others' dance performance, using appropriate Dance terminology.		Teacher guidance on choreography and technical development towards the movement sequence. Reflection on own and others' dance performance, using appropriate Dance terminology		Dance Theory and Literacy Reflection on own and others' dance performance, using Dance terminology.		
SBA (Formal Assessment)	**Written Examination from week 8: 50 marks**							

1.2 Drama

Revised National Teaching Plan

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	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop									

textbook) **to enhance learning**	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_KE5yzfHb2nKq15sdtkLDigDTGWJU								
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.	Critical reflection based on peer interpretation and performance of polished improvisation, using drama terminology.
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**	**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.	**Consolidation & Reflection of Term 1** **Voice:** Breathing & Relaxation Exercises **Physical:** Posture, Release Tension, Focus & Concentration Activities **Improvisation Games:** Exploring character development – facial expressions, body language and vocal expression.
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_KE5yzfHb2nKq15sdtkLDigDTGWJU	
Informal Assessment & Remedia-tion	There should be feedback from the teacher (brief, meaningful, constructive comments).	
	Workbook: Baseline assessment.	Observe and guide and classroom discussions. Workbook: journal entries, quizzes, puzzles or worksheets.
SBA (For-mal As-sessment)	**No Formal Assessment**	

TERM 3: 37 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
CAPS Topics	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**	**Dramatic skills development; Interpretation & performance: SA Poetry / Praise Poetry**
Concepts, Skills and Values ***SA Poetry/ Praise Poetry**	**Voice**: relaxation & breathing exercises **Physical**: posture (neutral position), release tension, loosen and energise the body activities. **Interpretation & performance skills: SA poem / Praise Poetry** Text analysis – expressing piece in own words	**Voice:** relaxation & breathing exercises. **Physical:** posture (neutral position), release tension, loosen and energise the body activities. **Interpretation & performance skills: SA poem / Praise Poetry** Vocal clarity, pitch, pace, tone, volume, pause and emphasis.	**Voice:** relaxation & breathing exercises. **Physical:** posture (neutral position), release tension, loosen and energise the body activities. **Interpretation & performance skills: SA poem / Praise Poetry** Facial expression, body language and emotional connection. Create appropriate mood, using voice and movement.	**Voice:** breathing and resonance exercises. **Physical:** posture, focus and control activities. **Interpretation & performance skills: SA poem / Praise Poetry** Integrating verbal characterisation and physical expressiveness: appropriate use of movement and/or stillness.	**Voice:** breathing, resonance and articulation exercises. **Physical:** posture, focus and control activities. **Interpretation & performance skills: SA poem / Praise Poetry** Audience contact: memorable, engaging and effective presentation.	**Voice**: breathing and articulation exercises. **Physical:** explore movement dynamics and relaxation activities. **Interpretation & performance skills: SA poem / Praise Poetry** Rehearsal towards performance.	**Voice:** breathing, resonance and articulation exercises. **Physical:** focus, control and relaxation activities. **Interpretation & performance skills: SA poem / Praise Poetry** Final performance	**Voice:** breathing, resonance and articulation exercises. **Physical:** focus, control and relaxation activities. **Interpretation & performance skills: SA poem / Praise Poetry** Final performance
Lesson Plan Examples	PDF FORMAT: https://drive.google.com/file/d/1wD7xdaG-mIrdD2stONa1kfl4qmlDmyAxk/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1up-fXor0QEFc4cxxhCxZuL_z7MUBAB1sH/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1D0HVRAs2QSJ9hP0uapB_kUGuG-oQFpfSq/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1p8IT-wwD2r8vZI2RuV_a86HHVMFPt7D9R/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1khYtC8EQynjZO_pJrT6faeO73Qauyieh/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1Hx-YvweWvXcF7Uen-xwVktY9DOV_w9-RR/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1VPI8-tps7qmPvQqgeHle5Dy-o8oB3lSK/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1CBdJBx5c-UUm8sudx3QD10X50cUzGbGS/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1a4zwop3Q0fihXlDI5k1m2fN5PVzoAfV3/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1SCRFnpb1LBj1ZpZ5fqOMEt-nIJ7ipyI_i/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1KR3XcGm7RjkduS-WOn4nbOcN6sR5XEUQ1/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1L0kat7BDfur-lUjf5NpVdh-JoYR1kU4OXf/view?usp=sharing	PDF FORMAT: https://drive.google.com/file/d/1u28ckEkdWo-9qUCrWqphF5941mOCWOFQ/view?usp=sharing WORD FORMAT: https://drive.google.com/file/d/1jjx2jmzB84I2nNsyU3T5vxjtW7VY9eXE/view?usp=sharing	
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, use of space** **Ability to read and interpret texts at a basic level. 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_KE5yzfHb2nKq15sdtkLDigDTGWJU							
Informal Assessment &	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) and assessed by self, peer or teacher.							

Remediation	Workbook: text analysis of poem.	Observation and side coaching. Workbook: Explore new terminology through worksheets or quizzes. Apply vocal skills to text.	Observation, side coaching and direction. Workbook: reflect on practical work explored thus far.	Observation, side coaching, direction and peer assessment. Workbook: reflect on terminology and practical work explored thus far. Make use of worksheets, quizzes or journal entries.	Observation, side coaching and direction. Workbook: reflect on terminology and practical work explored. Make use of worksheets, quizzes or journal entries.	Rehearsal: side coaching and directing by teacher and peers towards polished performance; self and peer assessment. Workbook: reflect on own performance through guided questions or journal entries.	Teacher, peer and self-assessment. Classroom discussion and reflection. Workbook: reflection on own performance.
SBA (Formal Assessment)	**Formal Practical Assessment in week 7 & 8.**						**Formal Assessment Task: Poetry Performance** **50 marks assessed with a rubric**

TERM 4: 38 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 – 10
CAPS Topics	**Dramatic skills development; Drama Elements; Interpretation & performance: Dialogues**	**Dramatic skills development; Interpretation & performance: Dialogues**	**Dramatic skills development; Drama Elements; Interpretation & performance: Dialogues**	**Dramatic skills development; Drama Elements; Interpretation & performance: Dialogues**	**Dramatic skills development; Drama Elements; Interpretation & performance: Dialogues**	**Dramatic skills development; Interpretation & performance: Dialogues**	**Dramatic skills development; Interpretation & performance: Dialogues**	**Written Examination: Drama Terminology** Elements of Drama as explored in all topics of term 3 & 4. Reflection and appreciation Analysis and application using dramatic texts: SA Poetry/Praise Poetry & Dialogues **50 marks** **Cognitive levels:** **Lower order - 30%** **Middle order - 40%** **Higher order - 30%**
Concepts, Skills and Values ***Dialogues**	**Voice**: relaxation and breathing exercises. **Physical**: posture, release tension, loosen and energise the body activities. **Dialogues** Choose any specialised style: - Comedy - Tragedy - Musical - Puppet Show Text analysis (dialogue)	**Voice**: relaxation and breathing exercises. **Physical**: posture, release tension, loosen and energise the body activities. **Dialogues** Interpretation of character/s Emotional connection Vocal and physical characterisation	**Voice**: breathing and resonance exercises. **Physical:** mirror work in pairs (using slow, controlled mirroring of narrative mime sequences) **Dialogues** Interaction and development of relationship. Stage space, placing of actors and movement patterns.	**Voice:** breathing and resonance exercises. **Physical:** mirror work in pairs (using slow, controlled mirroring of narrative mime sequences) **Dialogues** Interaction -listening and responsiveness, stay in character. Technical elements: décor, props and costumes. Audience contact: memorable and effective performance.	**Voice:** articulation and projection exercises. **Physical**: character and mood through movement activities. **Dialogues** Rehearsal, preparing for final performance. Enhancing atmosphere through technical elements: basic lighting and sound effects.	**Voice:** articulation and projection exercises. **Physical**: character and mood through movement activities. **Dialogues** Rehearsal, preparing for final performance.	**Voice:** articulation and projection exercises. **Physical**: focus and control activities. **Dialogues** Final performance (only for informal assessment)	
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, use of space** **Ability to read and interpret texts at a basic level. 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_KE5yzfHb2nKq15sdtkLDigDTGWJU							
Informal Assessment & Remediation	Workbook: new terminology explored through quizzes or worksheets. Text analysis of dialogue – style, plot, characters, setting and time.	Workbook: diagram/ collage/ mind map of character and character analysis.	Observation, side coaching and direction of dialogue. Workbook: new terminology explored through quizzes, worksheets and application questions.	Observation, side coaching and direction of dialogue. Workbook: terminology explored through quizzes, worksheets and application questions.	Observation, side coaching and direction of dialogue. Workbook: terminology explored through quizzes, worksheets etc.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Self and peer assessment.	Teacher, peer and self-assessment. Classroom discussion and reflection. Workbook: reflection on own performance.	
SBA (Formal Assessment)	**Formal Written Examination in Week 8 – 10.**							**Formal Assessment Task: Written Test/Exam** **50 marks assessed: theory paper with memorandum**

1.3 Music

Revised National Teaching Plan

TERM 2 **5** Days	**1**:								
CAPS topic **Concepts, skills and values**	**Music literacy** **Music listening** **Performing and creating music**								
	Musical terminology • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante								
Requisite pre-knowledge	*Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.* 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 assessm; 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 3 37 Days	1: 03 Aug – 07 Aug 2020	2: 10 Aug - 14 Aug 2020	3: 17 Aug - 21 Aug 2020	4: 24 Aug – 28 Aug 2020	5: 31 Aug – 04 Aug 2020	6: 07 Sept - 11 Sept 2020	7: 14 Sept - 18 Sept 2020	8: 21 Sept - 23 Sept 2020
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**
Concepts, skills and values	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Musical terminology** • Dynamics: piano, forte; crescendo; diminuendo • Tempo: allegro; andante	**Formal Practical Assessment Task (FAT):** **Production Teams/Solo** **50 marks**	
	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Meter: duple, triple -- Dynamics (piano, forte)	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Meter: duple, triple -- Dynamics (piano, forte)	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Repetition (rhythmic and melodic) -- Contrasts in tempo and texture	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Repetition (rhythmic and melodic) -- Contrasts in tempo and texture	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Meaning of the lyrics	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): -- Meaning of the lyrics		
	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works -- group instrumental works -- solo vocal works -- solo instrumental works	• Performing musical works that express a personal or social issue	• Breathing and technical exercises suitable for the instrument or voice personal or social issue • Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar	• Breathing and technical exercises suitable for the instrument or voice • 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 one minute jingle based on a social issue using the voice or available software	• Breathing and technical exercises suitable for the instrument or voice • 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 one minute jingle based on a social issue using the voice or available software	• Breathing and technical exercises suitable for the instrument or voice • 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 one minute jingle based on a social issue using the voice or available software		
Requisite pre-knowledge	*Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.* 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 assessm; 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)									**Formal Assessment Task: 50 marks**

TERM 4 38 days	**1:** **28 Sep – 02 Oct 2020**	**2:** **05 Oct – 09 Oct 2020**	**3:** **12 Oct – 16 Oct 2020**	**4:** **19 Oct – 23 Oct 2020**	**5:** **26 Oct – 30 Oct 2020**	**6:** **02 Nov – 06 Nov 2020**	**7:** **09 Nov – 13 Nov 2020**	**8:** **16 Nov – 20 Nov 2020**	**9:** **23 Nov – 27 Nov 2020**	**10:** **23 Nov – 27 Nov 2020**	**11:** **30 Nov – 04 Nov 2020**	**12:** **07 Dec – 09 Nov 2020**
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 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**
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	**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	**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** • 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	**Pitch** • 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	**Pitch** • 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	**Music terminology** • Tempo: moderato, presto, ritardando, a tempo • Articulation: legato, staccato	**Music terminology** • Tempo: moderato, presto, ritardando, a tempo • Articulation: legato, staccato	**Music terminology** • Tempo: moderato, presto, ritardando, a tempo • Articulation: legato, staccato	• **Written question paper on Music literacy – questions referring to given sheet music – analysing and identifying taught music theory.** **Recommendation: exam slot on time table to assess practical examination** **Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%**		
	• Listen to recorded or live music and write own impression focusing on: -- Message of the music (lyrics)	• Listen to recorded or live music and write own impression focusing on: -- Message of the music (lyrics)	• Listen to recorded or live music and write own impression focusing on: -- Instruments/voices used	• Listen to recorded or live music and write own impression focusing on: -- Instruments/voices used	• Listen to recorded or live music and write own impression focusing on: -- Tempo -- Dynamics	• Listen to recorded or live music and write own impression focusing on: -- Tempo -- Dynamics	• Listen to recorded or live music and write own impression focusing on: -- Placing it in a cultural or social context -- The performing artist or composer	• Listen to recorded or live music and write own impression focusing on: -- Dynamics -- Placing it in a cultural or social context -- The performing artist or composer	• Listen to recorded or live music and write own impression focusing on: -- Placing it in a cultural or social context -- The performing artist or composer			

	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works -- group instrumental works -- solo vocal works -- solo instrumental works	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works -- group instrumental works -- solo vocal works -- solo instrumental works	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works -- group instrumental works -- solo vocal works -- solo instrumental works	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: -- choral works -- group instrumental works -- solo vocal works -- solo instrumental works	• Breathing and technical exercises suitable for the instrument or voice • Creating own music in group and solo context by -- composing a musical work and adding another art form to it	• Breathing and technical exercises suitable for the instrument or voice • Creating own music in group and solo context by -- composing a musical work and adding another art form to it	• Breathing and technical exercises suitable for the instrument or voice • Creating own music in group and solo context by -- composing a musical work and adding another art form to it	• Breathing and technical exercises suitable for the instrument or voice • Creating own music in group and solo context by -- composing a musical work and adding another art form to it	• Breathing and technical exercises suitable for the instrument or voice • Creating own music in group and solo context by -- composing a musical work and adding another art form to it	
Requisite pre-knowledge	*Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.* 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 assessm; 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)										**Written Examination: 50 marks**

1.4 Visual Arts

Revised National Teaching Plan

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**	**Create in 2D Visual literacy**	**Create in 2D Visual literacy**	**Create in 2D Visual literacy**	**Create in 3D Visual literacy**	**Create in 3D Visual literacy**	**Create in 3D Visual literacy**	**Create in 3D Visual literacy**	**Create in 2D Visual literacy**	**Formal Practical Assessment (3D)**
Concepts, skills and values	**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				**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 modelling process; understanding of depth and visual perspective. Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail)					**Practical Assessment:** 2D Creative lettering 3D: functional/ mythological containers **50 marks**
	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.				**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.			Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design.		
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**	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.		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 modelling tools			Self-reflection in workbooks: Journal, self-reflection worksheet.			Visual stimuli in resource books.Self-reflection in workbooks	Classroom discussion
	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; PowToons; Canva; Book Creator, etc. https://drive.google.com/open?id=1GSXq4Vl_vCdyqgeIcfsysG3CKuFZy6_D									
Informal assessm; 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: exploratory drawings, using elements and design principles	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Teacher observation and guidance towards finalising art work	Self-reflection: using appropriate art and design vocabulary	Workbook: research on mythological/functional containers.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Teacher observation and guidance towards finalising art work	Research on careers in arts and design fields.	Presentation on careers in arts and design field: written/multi-media/oral/visual	Workbook: self-reflection worksheet.

SBA (Formal Assessment)	Formal Assessment: 2D art work towards 50 marks		**Formal Assessment Task: 2D and 3D art work** **50 marks assessed with a rubric**

<table>
<tr><th>TERM 2
9 days</th><th>Week 1</th><th>Week 2</th></tr>
<tr><td>CAPS topic</td><td>Create in 2D
Visual Litercy</td><td>Create in 2D
Visual Litercy</td></tr>
<tr><td rowspan="2">Concepts, skills and values</td><td rowspan="2">Baseline assessment
Do a baseline assessment: could include any of the following activities:
• 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.</td><td>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:
• drawing
• painting
• exploration of media
Using:
• art elements (same as before, but include analogous / related colour)</td></tr>
<tr><td>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.</td></tr>
<tr><td>Requisite Pre-knowledge</td><td colspan="2">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.</td></tr>
<tr><td rowspan="2">Resources (other than textbook) to enhance learning</td><td>Pictures / photographs / ‘real-life’ examples of people.
Pencils, ballpoint pens, kokis or black wax crayons, art journals.</td><td>Pictures / photographs / ‘real-life’ examples of people.
Pencils, ballpoint pens, kokis or black wax crayons, art journals.</td></tr>
<tr><td colspan="2">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; Canva; Book Creator, etc.</td></tr>
<tr><td>Informal as-sessm; re-mediation</td><td>Teacher observation and guidance.
Workbook: baseline assessment art terminology and vocabulary.</td><td>Teacher observation and guidance.
Workbook: Planning and preparing; interpret brief.
Workbook: description of artworks using appropriate terminology.</td></tr>
<tr><td>SBA (For-mal As-sessment)</td><td colspan="2">Formative Assessment
No Formal Assessment</td></tr>
</table>

<table>
<tr><td>TERM 3:
37 days</td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td></tr>
<tr><td>CAPS topic</td><td>Create in 2D
Visual literacy</td><td>Create in 2D
Visual literacy</td><td>Create in 2D
Visual literacy</td><td>Create in 3D
Visual Literacy</td><td>Create in 3D
Visual Literacy</td><td>Create in 3D
Visual Literacy</td><td>Create in 3D
Visual Literacy</td><td>Create in 2D & 3D
Visual Literacy</td></tr>
<tr><td rowspan="3">Concepts, skills, and values</td><td>Create in 2D: e.g. figure drawing / fashion body templates
• Observation and interpretation of the figure.
• Art elements: tone, texture.
• Design principles: contrast, proportion.
• Exploration of wet media (optional) for drawing.</td><td>Create in 2D: e.g. figure drawing / fashion body templates
• Art elements: tone, texture.
• Design principles: emphasis, unity.
• Exploration of wet media for drawing (optional).
• Variation of paper size and format: different scale and degrees of detail.</td><td>Create in 2D: e.g. figure drawing / fashion body templates
• Art elements: as in previous weeks.
• Exploration of wet media for drawing (optional).
• Variation of paper size and format: different scale and degrees of detail.</td><td>Create in 3D: e.g. surface design / figure drawing / fashion body templates / (World of Work)
• Design: apply art elements and design principles to design projects exploring surface decoration; fashion design.
• Spatial awareness: conscious experience of working with shapes in the construction process.</td><td colspan="2">Create in 3D: e.g. surface design / figure drawing / fashion body templates / (World of Work)
• Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).
• Use of tools: safety, consideration of others, sharing resources.

Careers in visual arts and design.
• Planning and preparation: with guidance, collects resources, visual information: the role of the artist in society: careers in the arts and design. fields.</td><td colspan="2">Careers in the visual art and design.
• 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

Oral presentation: Careers in visual arts and design

Create in 3D: e.g. surface design / figure drawing / fashion body templates / (World of Work)
Complete 2D & 3D art work and submit for formal assessment.

Practical Assessment:
50 marks</td></tr>
<tr><td colspan="8">Focus on combining 2D & 3D in 1 task for the term by creating a mixed media activity that includes the above Art Elements & Design Principles: i.e. the exploratory drawings & sketches develop towards the creation of Figures and Fashion Design – the learners create artworks / fashion designs out of recyclable materials for a presentation.

NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</td></tr>
<tr><td colspan="4">Visual literacy
Art elements and design principles: use in description of own and others' artworks.
Critical thinking & response to own and others' artwork: Personal meaning & interpretation expressed in words.</td><td colspan="4">Visual literacy
Critical thinking & response to own and others' artwork: Personal meaning & interpretation expressed in words.
The role of the artist in society: role of artist as contributor to society.
Art elements and design principles: use in the description of artworks (e.g. the arts and design fields). Emphasis on learners' personal expression and interpretation of design.
Social development: similarities and differences, respect and understanding of self and community.
Values development: respect for the opinions of others; communication skills: express, identify/name, question and reflect: looking, talking, listening and writing about design.</td></tr>
<tr><td>Requisite Pre-knowledge</td><td colspan="8">Basic understanding and ability to use art elements and principles in 2D work. Elementary research skills.
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.</td></tr>
<tr><td>Resources (other than textbook) to</td><td colspan="3">Visual stimuli (e.g. figure); dry media (pencils, ballpoint pens, kokis or black wax crayons) and/wet drawing media: inks, dyes, food colouring, small brushes, etc., A2 paper.</td><td colspan="5">Visual stimuli. Photographs and/or examples from life, such as 3D products from world of work in learners' contexts.
Recyclable materials: fabric off-cuts, beads, cardboard, braids, ribbons, sequins, own selection, etc..
Websites, HEI brochures, books, magazines articles, newspapers used as sources for careers in the arts, possible presentation by practising artists, video clips of design careers; appropriate applications for research and presentation.</td></tr>
</table>

enhance learning	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; PowToons; Canva; Book Creator, etc.			
Informal assessment; remediation	Workbook: visual exploration of art elements, design principles	Teacher observation, guidance in constructing 2D artwork.	Workbook: express, identify / name, question and reflect: fashion & design	Workbook: worksheet - artist as contributor to society Teacher observation, guidance in creating 2D & 3D artwork Self-reflection using appropriate art terminology
SBA (Formal Assessment)	**Practical Assessment: 2D &3D artwork: 50 marks**			

<table>
<tr><td>TERM 4:
38 days</td><td colspan="2">Week 1</td><td>Week 2</td><td colspan="2">Week 3</td><td colspan="2">Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Gr 8 Examination</td></tr>
<tr><td>CAPS topic</td><td colspan="3">Create in 2D
Visual literacy</td><td colspan="2">Create in 2D
Visual literacy</td><td colspan="2">Create in 2D
Visual literacy</td><td colspan="3">Create in 2D
Visual literacy</td><td>Written and Practical Examinations</td></tr>
<tr><td rowspan="4">Concepts, skills and values</td><td colspan="3">Create in 2D, e.g. tonal drawing of crumpled fabric / portraits & landscapes / scraperboard on a chosen theme,
i.e. observational projects on learner's interests, the social world/ current events/art, craft, design or popular culture.
• Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches.
• Observation and interpretation of crumpled fabric / portraits & landscapes.
• Art elements: shape, line, tone, texture.
• Design principles: balance, proportion, harmony.
• Use approaches to drawing: line, tone, texture; mark-making.</td><td colspan="2">Create in 2D, e.g. tonal drawing of crumpled fabric / portraits & landscapes / scraperboard on a chosen theme,
i.e. observational projects on learner's interests, the social world/ current events/art, craft, design or popular culture.
• Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches.
• Art elements: shape, line,
• Design principles: contrast, proportion.
• Simple etching techniques: scraperboard /etching / drawing / scratching.</td><td colspan="2">Create in 2D, e.g. tonal drawing of crumpled fabric / portraits & landscapes / scraperboard on a chosen theme
• Art elements: tone, texture
• Design principles: emphasis
• Simple etching techniques: scraperboard /etching/ drawing/ scratching.</td><td colspan="3">Create in 2D, e.g. tonal drawing of crumpled fabric / portraits & landscapes / scraperboard on a chosen theme
• Complete art work for formal assessment with teacher's guidance.</td><td rowspan="4">Written Examination based on application of the practical work of terms 2-4, as well as:

Terminology
Art elements
Design principles
Symbolic language in art
Careers in Visual Art and Design
Visual literacy
Careers
Reflection
50 marks

Cognitive levels:
Lower order 30%;
Middle order-40%;
Higher order - 30</td></tr>
<tr><td colspan="10">The focus should be more on drawing and not on etching & scratching as not all schools have the resources. Focus on combining the 2D activities into 1 task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles, e.g. a themed self-portrait that includes working with different styles / techniques of drawing.

NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.
(The focus is predominantly on 2D work as 3D work would have been covered in term 1 this year)</td></tr>
<tr><td colspan="5">Visual Literacy
Art elements and design principles: use in description of artworks.
Emphasis on the learner's personal expression and interpretation: – personal meaning and recognition of images expressed in words.</td><td colspan="5">Visual literacy
Wider world: learner's interests, the social world, current events and how these are expressed in art, craft, design and popular culture in the global world, e.g. use international, local, past and present examples.
Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world.</td></tr>
<tr><td>Requisite Pre-knowledge</td><td colspan="10">Basic understanding and ability to use art elements and principles in 2D work. Elementary research skills.
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.</td></tr>
<tr><td rowspan="2">Resources (other than textbook) to enhance learning</td><td colspan="10">Suitable visual stimuli (e.g. tonal drawing of crumpled fabric / crumpled fabric / portraits & landscapes); pictures / photographs; A3 surface area on A2 sheet of paper; drawing pencils, coloured pencils, ball point pen, fine liner, ink; paper collage / embossing / frottage / stitching.
Suitable visual stimuli (e.g. scraperboard on a chosen theme); white wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools sharp found objects: nails, pins, compass points, etc., stiff paper/ board (approximately 20 x20 cm)</td></tr>
<tr><td colspan="10">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, videos clips, appropriate electronic apps, i.e. EdPuzzle; Canva; Creator, etc.</td></tr>
<tr><td>Informal assessment remediation</td><td colspan="3">Workbook: exploratory drawings: art elements, design principles.
.</td><td colspan="3">Teacher observation, guidance in creating 2D artwork.</td><td colspan="3">Self-reflection using appropriate art terminology.</td></tr>
</table>

SBA (Formal Assessment)	**Written Examination: 50 marks. **Based on application of the practical work of terms 2-4**	

2 Economic and Management Sciences

Revised National Teaching Plan

TERM 2 5 days	20 – 24 July
CAPS section	
Topic, concepts, skills and values	Revision
Requisite pre-knowledge	Revised the work covered in the first term; give learners an overview of work of term 2
Resources (other than textbook) **to enhance learning**	
Informal assessment; remediation	

TERM 3 37 days	27 – 31 July	3 August – 7 August	11 August – 14 August	17 Aug – 21 August	24 Aug – 28 Aug	31 Aug – 4 Sep	7 Sep – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS section	**Term 2 Week 2**	**Term 2 Week 3**	**Term 2 Week 4**	**Term 2 Week 5**	**Term 2 Week 6**	**Term 2 Week 6**	**Term 2 Week 7**	**Term 2 Week 8**	
Topic, concepts, skills and values	**Financial Literacy** Accounting cycle	**Financial Literacy** Accounting equation	**Financial Literacy** CRJ	**Financial Literacy** CRJ	**Financial Literacy** CRJ	**Entrepreneurship** Factors of Production	**Economy** Markets	**Economy** Markets	**Revision**
Requisite pre-knowledge	Transactions; source documents; subsidiary journals; General Ledger; Trial Balance. Introduction of the Cash Journals of a service business	Cash transactions (receipts) on the accounting equation	Concepts of CRJ, formats and uses of the columns in CRJ	Entering of cash transactions in the CRJ and closing off the CRJ	Entering of cash transactions in the CRJ and closing off the CRJ	Types of factors of production	Types of markets	Types of markets	
Resources (other than textbook) **to enhance learning**	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	
Informal assessm; remediation	Class and home activities	Class and home activities	Class and home activities	Class and home activities	Class and home activities	Class and home activities	Class and home activities	Class and home activities	
SBA (Formal Assessment)	Control Test: 100 marks 1 hour (Financial Literacy)								

TERM 4 35 days	28 Sep – 2 October	5 Oct – 9 October	12 October – 16 October	19 – 23 October	26 – 30 October	2 November – 6 November	9 November – 13 November	16 November – 20 November	November examination: 16 November – 9 December
CAPS section									**Year-end examination**
Topic, concepts, skills and values	**Financial Literacy** Accounting equation	**Financial Literacy** CPJ	**Financial Literacy** CPJ	**Financial Literacy** General Ledger and Trial Balance	**Financial Literacy** General Ledger and Trial Balance	**Financial Literacy** General Ledger and Trial Balance	Entrepreneurship Forms of Ownership	Entrepreneurship Levels and Functions of Management	**Notes on or guidelines for final examinations:** ● Final examination of minimum = 100 marks; ● The end- of- year- examination must include all topics covered in Term 1, 2, 3, & 4. ● Paper 1: Financial Literacy: 50 marks ● Paper 2: The Economy; 25 marks and Entrepreneurship: 25 marks ● It is compulsory to complete all the topics as indicated in the teaching plan ● When teaching these topics, the context of the school should be considered
Requisite pre-knowledge	Cash transactions (payments) on the accounting equation	Concepts of CPJ, formats and uses of the columns in CPJ	Entering of cash transactions in the CPJ and closing off the CPJ	Double entry principle Posting of journals (CRJ & CPJ) to General Ledger	Double entry principle Posting of journals (CRJ & CPJ) to General Ledger	Balancing of General Ledger; Preparing of a Trial Balance	Different forms of ownership	Different levels of management and management tasks	
Resources (other than textbook) **to enhance learning**	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	
Informal assessm; remediation	Class works and activities	Class works and activities	Class works and activities	Class works and activities	Class works and activities	Class works and activities	Class works and activities	Class works and activities	

3 Life Orientation

Revised National Teaching Plan

TERM 2 5 days	**Week 1**:	**July**
CAPS section	**W: 15 %**	**MID YEAR EXAM**
Topic, concepts, skills and values	**World of Work** **Basic hygiene principles (issues of COVID-19) (What is COVID 19, causes and prevention)** • Identify and apply own learning style (self-management skills) • Six career categories: investigative, enterprising, realistic, artistic, conventional and social (identify category of essential workers) - Interests and abilities related to each career category - Thinking and learning skills required by each career category - School subjects related to each career category.	**Notes on or guidelines for mid-year examinations:** **No formal assessment scheduled for this term**
Requisite pre-knowledge	World of work	
Resources (other than textbook) **to enhance learning**	Textbook, Resources on careers and study skills Internet: VARK test COVID 19 E-Booklet and posters	
Informal assessment; remediation	Homework/classwork/worksheets	
SBA (Formal Assessment)	**No formal assessment/No Physical Education**	

TERM 3 37 days	Week 1:	Week 2:	Week 3	Week 4:	Week 5:	Week 6:	Week 7:
CAPS section	**W: 10 %**	**W: 10 %**	**W: 10 %**	**W: 10 %**	**W: 10 %**	**W: 10 %**	**W: 10 %**
Topic, concepts, skills and values	**Health, social and environmental responsibility** **Basic hygiene principles (issues of COVID-19) (What is COVID 19, causes and prevention)** • Environmental health issues: - Application of laws and policies to protect the environmental health: address an environmental issue - Earth Day: preservation of the environment: - Honouring Earth Day: ways of being kinder to Earth Develop and implement an environmental health programme • Social factors that contribute to substance abuse including community and media - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills - Long and short term consequences of substance abuse: link to crime, violence and educational outcomes Rehabilitation options: where to find help, care and support			**Health, social and environmental responsibility** **Basic hygiene principles (issues of COVID-19)** - **Informed, responsible decision making about health and safety: HIV & AIDS and** COVID 19 - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV/AIDS and **COVID 19** - Caring for people living with HIV/AIDS and COVID 19 - Management of HIV/AIDS including COVID 19 - Coping with (coping with grief, trauma, loss and crisis)		**Constitutional rights and responsibilities** **Basic hygiene principles (issues of COVID-19)** • Nation building: definition - Different ways to promote nation building in different contexts: community, school and home - Contributions of women and men towards nation building: individuals and groups • Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues - Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions - Understanding diverse cultures: recognition of diverse cultures to enrich South African society - Respect difference: culture, religion and gender - Celebrate unity in diversity: respect difference and celebrate similarity Contributions to social development by organisations from various religions	
	Physical Education • Participation in a programme that improves movement techniques • Safety issues relating to movement activities(Adherence to COVID 19 principles)			**Physical Education** • Participation in a programme that improves movement techniques • Safety issues relating to movement activities (Adherence to COVID 19 principles)		**Physical Education** • Participation in a programme that improves movement techniques • Participation and movement performance in a programme that improves movement techniques • Safety issues relating to movement activities (Adherence to COVID 19 principles)	
Requisite pre-knowledge	Health, social and environmental responsibility			Health, social and environmental responsibility		Constitutional rights and responsibilities	
Resources (other than textbook) **to enhance learning**	Graphic organisers; "Heal the World" lyrics – Michael Jackson. Textbook, resources on environmental health Textbooks, resources on movement techniques COVID 19 E-Booklet and posters PE guidelines			Textbooks, resources on health and safety, Health books, magazines and brochures, Department of Health brochures Testimonies of people living with HIV and AIDS, Resources on health and safety Textbooks, resources on movement techniques COVID 19 E-Booklet and posters PE guidelines		YouTube clips on examples of nation building-individuals, Newspaper articles Textbooks, resources on movement techniques COVID 19 E-Booklet and posters PE guidelines	

Informal assessment; remediation	Homework/ classwork worksheets	Homework/ classwork worksheets	Homework/ classwork worksheets
SBA (Formal Assessment)	**PHYSICAL EDUCATION TASK 30 marks**		
			TASK 3: PROJECT 70 marks

<table>
<tr><td>TERM 4
38 days</td><td>Week 1:</td><td>Week 2:</td><td>Week 3:</td><td>Week 4:</td><td>Week 5:</td><td>Week 6:</td><td>Week 7:</td><td>Nov - Dec</td></tr>
<tr><td>CAPS section</td><td>W: 15 %</td><td>W: 15 %</td><td>W: 15 %</td><td>W: 15 %</td><td>W: 15 %</td><td>W: 15 %</td><td>W: 15 %</td><td>WRITTEN TASK</td></tr>
<tr><td rowspan="2">Topic, concepts, skills and values</td><td colspan="3">World of Work

Basic hygiene principles (issues of COVID-19) (What is COVID 19, causes and prevention)
• Relationships between performance in school subjects and interests and abilities:
- Types of learning activities related to different subjects: practical, theoretical, individual or group activities
- Demands of each subject: thinking and learning skills required
• Decision-making process:
- Steps in choosing career category relating to individual strength, ability, interest and passion.</td><td colspan="4">Constitutional rights and responsibilities

Basic hygiene principles (issues of COVID-19)

Concept: human rights violations
- Types of violations
- Counter-strategies to violations of human rights
Concept: gender equity
- Gender equity issues in a variety of athletic and sport activities
- Defining gender-based violence
- Emotional, health and social impact of rape and gender-based violence
- Prevention of violence against women: law on sexual offences
Sources of help for victims: safety for girls and women</td><td rowspan="2">Notes on or guidelines for assessment:
• There is no scheduled examination. Learners will be assessed on the year's work
<table><tr><th>Section A: 25 marks</th><th>Section B : 25 marks</th><th>Section C: 20 marks</th></tr><tr><td>All questions are compulsory.
• A source or case study may be used to contextualise the questions.
• The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.
• Questions will test understanding and factual knowledge.
• Responses should be short and direct and range from one word to a phrase or a full sentence.</td><td>All questions are compulsory.
• Short open-ended, scenario-based, source-based and case study questions.
• Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.
• Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.
• Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.</td><td>Three 10-mark questions will be set of which learners will be expected to answer TWO.
• Questions will predominantly focus on the application of knowledge and skills.
• Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.
• Each question will focus on the specific information or the integration of content.
• A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.</td></tr><tr><td colspan="3">Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</td></tr></table></td></tr>
<tr><td colspan="3">Physical Education
• Participation in an outdoor recreational activity
• Participation and movement performance in an outdoor recreational activity
• Safety issues relating to participation in recreational activities (Adherence to COVID 19 principles)</td><td colspan="4">Physical Education
• Participation in an outdoor recreational activity
• Participation and movement performance in an outdoor recreational activity
• Safety issues relating to movement activities (Adherence to COVID 19 principles)</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="3">World of Work</td><td colspan="4">Constitutional rights and responsibilities</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="3">Resources on WOW
Resources on careers and career guidance and counselling
School counsellor
Textbooks, resources on movement techniques
COVID 19 E-Booklet and posters
PE guidelines</td><td colspan="4">Textbook, newspaper articles, Bill of Rights, South African Constitution; Collect relevant articles from newspapers and magazines to bring to class; Learners sharing own experiences from different cultures to contribute knowledge and opinions.
YouTube clips on gender violence
Textbooks, resources on movement techniques
COVID 19 E-Booklet and posters
PE guidelines</td></tr>
<tr><td>Informal assessment; remediation</td><td colspan="3">Homework/ classwork worksheets</td><td colspan="4">Homework/ classwork worksheets</td></tr>
</table>

SBA (Formal Assessment)	WRITTEN TASK 70 MARKS PHYSICAL EDUCATION TASK 30 marks	

4 Mathematics

Revised National Teaching Plan

TERM 2 - 2020	
TERM 2	**Week 1**
	ORIENTATION AND BASELINE TEST

TERM 3 - 2020							
TERM 3	**Week 1**:	**Week 2**:	**Week 3** & 4		**Week 5**	**Week 6 & 7**	**Week 8**
Time allocation	**4.5 hrs.**	**4.5 hrs.**	**9 hrs.**	**3 hrs.**	**1.5 hrs**	**9 hrs.**	
Topic, concepts, skills and values	**COMMON FRACTIONS** **Calculations with fractions** • Divide whole numbers and common fractions by common fractions • Calculate the squares, cubes, square roots and cube roots of common fractions **Calculation techniques** • Use knowledge of reciprocal relationships to divide common fractions **Percentage** • Calculate amounts if given percentage increase or decrease **Solving problems** • Solve problems in contexts involving common fractions and mixed numbers, including grouping, sharing and	**DECIMAL FRACTIONS** **Calculations with fractions** • Multiplication of decimal fractions by decimal fractions not limited to one decimal place • Division of decimal fractions by decimal fractions • Calculate the squares, cubes, square roots and cube roots of decimal fractions **Solving problems** • Solve problems in context involving decimal	**ALGEBRAIC EXPRESSIONS** **Algebraic language** • Recognize and identify conventions for writing algebraic expressions • Identify and classify like and unlike terms in algebraic expressions • Recognize and identify coefficients and exponents in algebraic expressions **Expand and simplify algebraic expressions** Use commutative, associative and distributive laws for rational numbers and laws of exponents to: • Add and subtract like terms in algebraic expressions • Multiply integers and monomials by:	**ALGEBRAIC EQUATIONS** **Equations** • Use substitution in equations to generate tables of ordered pairs • Extend solving equations to include: – using additive and multiplicative inverses – using laws of exponents	**ASSIGNMENT** Common and decimal fractions, algebraic expressions and algebraic equations	**STRAIGHT LINE GEOMETRY** **Angle relationships** • Recognize and describe pairs of angles formed by: – perpendicular lines – intersecting lines – parallel lines cut by a transversal **Solving problems** • Solve geometric problems using the relationships between pairs of angles described above	**TEST** All topics

	finding fractions of whole numbers • Solve problems in contexts involving percentages		– monomials – binomials – trinomials • Divide the following by integers or monomials: – monomials – binomials – trinomials • Simplify algebraic expressions involving the above operations • Determine the squares, cubes, square roots and cube roots of single algebraic terms or like algebraic terms • Determine the numerical value of algebraic expressions by substitution				
Prerequisite skill/ pre-knowledge	• Addition and subtraction to fractions where one denominator is not a multiple of the other • Multiplication of common fractions, including mixed numbers, not limited to fractions where one denominator is a multiple of another • Converting mixed numbers to common fractions • Use knowledge of multiples and factors to write fractions in the simplest form before or after calculations • Use knowledge of equivalent fractions to add and subtract common fractions in order to perform calculations with them	• Count forwards and backwards in decimals • Compare and order decimal fractions • Rounding off decimal fractions • Addition and subtraction of decimal fractions of at least three decimal places • Multiplication of decimal fractions by whole numbers and decimals • Division of decimal fractions by whole numbers • Use knowledge of Place value to estimate the number of decimal places in the result before performing calculations	• Recognize and interpret rules or relationships represented in symbolic form • Identify variables and constants in given formulae and/or equations	• Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation • Solve and complete number sentences by: – inspection – trial and improvement • Determine the numerical value of an expression by substitution. • Identify variables and constants in given formulae or equations		• Definitions of: – Line segment – Ray – Straight lines – Parallel lines – Perpendicular lines	

	• Calculate the percentage of part of a whole • Calculate percentage increase or decrease of whole numbers	• Use rounding off and a calculator to check results where appropriate					

TERM 4 - 2020							
TERM 4	**Week 1&2**	**Week 2 & 3**	**Week 3 & 4**	**Week 5**	Week 6	Week 7	Week 8
Time allocation	**8 hrs.**	**5 hrs**	**5 hrs**	**5 hrs.**	**4.5 hrs**	**4,5 hrs.**	
Topic, concepts, skills and values	**GEOMETRY OF 2D SHAPES** **Investigating properties of geometric figures** • By construction, investigate the angles in a triangle, focusing on: – the sum of the interior angles of triangles – the size of angles in an equilateral triangle – the sides of and angles opposite to equal sides in an isosceles triangle • By construction, investigate sides and angles in quadrilaterals, focusing on: – the sum of the interior angles of quadrilaterals – the sides and opposite angles of parallelograms **N.B. Provide learners with accurately constructed figures to investigate the properties** **Classifying 2D shapes** • Identify and write clear definitions of triangles in terms of	**PYTHAGORAS** **Develop and use the Theorem of Pythagoras:** • Investigate the relationship between the lengths of the sides of a right-angled triangle to develop the Theorem of Pythagoras • Determine whether a triangle is a right-angled triangle or not if the length of the three sides of the triangle are known • Use the Theorem of Pythagoras to calculate a missing length in a right-angled triangle, leaving irrational answers in surd form	**AREA AND PERIMETER OF 2-D SHAPES** **Area and perimeter** • Use appropriate formulae to calculate perimeter and area of: circles • Calculate the areas of polygons, to at least 2 decimal places, by decomposing them into rectangles and/or triangles • Use and describe the relationship between the radius, diameter and circumference of a circle in calculations • Use and describe the relationship between the radius and area of a circle in calculations **Calculations and solving problems** • Solve problems, with or without a calculator, involving perimeter and area of polygons and circles to at least 2 decimal places • Use and describe the meaning of the irrational number Pi (π) in calculations involving circles	**SURFACE AREA AND VOLUME OF 3-D OBJECTS** **Surface area and volume** • Use appropriate formulae to calculate the surface area, volume and capacity of triangular prisms • Describe the interrelationship between surface area and volume of the objects mentioned above **Calculations and solving problems** • Solve problems, with or without a calculator, involving surface area, volume and capacity • Use and convert between appropriate SI units, including: – $mm^2 \leftrightarrow cm^2 \leftrightarrow m^2 \leftrightarrow km^2$ – $mm^3 \leftrightarrow cm^3 \leftrightarrow m^3$ – $ml\ (cm^3) \leftrightarrow l \leftrightarrow kl$	**GRAPHS** **Interpreting graphs** • Analyse and interpret global graphs of problem situations, with a special focus on the following trends and features: – maximum or minimum – discrete or continuous **Drawing graphs** • Draw global graphs from given descriptions of a problem situation, identifying features listed above • Use tables or ordered pairs to plot points and draw graphs on the Cartesian plane	**DATA HANDLING** **Collect, organize, represent and summarise data** • Complete data cycle with graphs to include broken line graphs • Summarize data using measures of dispersion, including: – range – Extremes N.B. Provide learners with data **Analyse data** • Critically analyse of data to include – samples and populations – dispersion of data – error and bias in the data **Report data** • Report data in short paragraphs to include – choosing appropriate summary statistics for the data (mean, median, mode, range) – the role of extremes in the data	**INVESTIGATION** Area and Perimeter Or Surface Area and Volume **November examination** **Paper 1 and 2** Term 1 – 4 topics

	their sides and angles, distinguishing between: – equilateral triangles – isosceles triangles – right-angled triangles • Identify and write clear definitions of quadrilaterals in terms of their sides and angles, distinguishing between: – parallelogram – rectangle – square – rhombus – trapezium – kite **Similar and congruent 2D shapes** • Identify and describe the properties of congruent shapes • Identify and describe the properties of similar Shapes **Solving problems** • Solve geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties and definitions.		• Use and convert between appropriate SI units, including: $mm^2 \leftrightarrow cm^2 \leftrightarrow m^2 \leftrightarrow km^2$				
Prerequisite skill/ pre-knowledge	• Describe, sort, name and compare triangles according to their sides and angles, focusing on: – equilateral triangles	• Geometry of 2-D shapes • Algebraic equations • Calculate the squares, cubes, square roots and cube roots of rational numbers	• Geometry of 2-D shapes • Perimeter of regular and irregular polygons • Use of appropriate formulae to calculate to at least 1 decimal	• Geometry of 3-D objects • Use of appropriate formulae to calculate the surface • area, volume and capacity of: – cubes	• Analyse and interpret global graphs of problem situations, with special focus on the following trends and features: – linear or non-linear	**Collect, organize, represent and summarise data** • Complete data cycle with graphs to include: – bar graphs – double bar graphs	

	– isosceles triangles – right-angled triangles • Describe, sort, name and compare quadrilaterals in terms of: – length of sides – parallel and perpendicular sides – size of angles (right-angles or not) • Describe and name parts of a circle • Recognize and describe similar and congruent figures by comparing: – shape – size		place, the perimeter and area of: – Squares – Rectangles – triangles • Use and convert between appropriate SI units, • including: – $mm^2 \leftrightarrow cm^2$ – $cm^2 \leftrightarrow m^2$	– rectangular prisms • convert between appropriate SI units • Use and convert between appropriate SI units, including: – $mm^2 \leftrightarrow cm^2$ – $cm^2 \leftrightarrow m^2$ – $mm^3 \leftrightarrow cm^3$ – $cm^3 \leftrightarrow m^3$ • Use equivalence between units when solving problems: – 1 $cm^3 \leftrightarrow 1$ *ml*	– constant, increasing or decreasing • Draw global graphs from given descriptions of a problem situation, identifying features listed above	– pie charts -- histograms • Summarize data using – Measures of central tendencies including mean, mode and median – measures of dispersion, including range **Analyse data** • Critically analyse data by answering questions related to: – data categories, including data intervals – data sources and contexts – central tendencies (mean, mode, median) – scales used on graphs **Report data** Report data in short paragraphs by • drawing conclusions about the data • making predictions based on the data • identifying sources of error and bias in the data • choosing appropriate summary statistics for the data (mean, median, mode)	

5 Natural Sciences

Revised National Teaching Plan

Life and Living

TERM 1 48 days	Week 1 15 – 17 Jan (3 days)	Week 2 20 – 24 Jan	Week 3 27 – 31 Jan	Week 4 03 – 07 Feb	Week 5 10 – 14 Feb	Week 6 17 – 21 Feb	Week 7 24 – 28 Feb	Week 8 02 – 06 Mar	Week 9 09 – 13 Mar	Week 10 16 – 20 Mar
CAPS Topics	• **Photosynthesis and respiration**		• **Interactions and interdependence within the environment**					• **Micro-organisms**		**Assessment**
Topic, concepts, skills and values	• Photosynthesis	• Respiration	• Introduction to ecology • Ecosystems	• Feeding relationships	• Energy flow: Food chains and food webs	• Balance in an ecosystem	• Adaptations • Conservation of the ecosystem	• Types of micro-organisms • Harmful micro-organisms	• Harmful micro-organisms • Useful micro-organisms	
Requisite pre-knowledge	• Grades 4 and 5: Seven life processes of living things. • Grades 5 and 6: Photosynthesis in the context of green plants and food chains. • Grades 6 and 7 (*Energy and Change*): Energy for movement (kinetic energy) and energy that is stored (potential energy).		• Grades 5 and 6: The concept of an ecosystem and feeding relationships (food chains in Grade 5 and 6). • Grades 7 (*Life and Living*): Biosphere; Biodiversity and Sexual Reproduction in Angiosperms, (including sections on pollination).					• Grades 7: Classification of living organisms		
Resources to enhance learning	• Reference materials • A variety of leaves • Heat source/spirit or Bunsen burners • Glass containers/test tubes • Ethanol/methylated spirits • Iodine solution • White surfaces • Slaked lime (to make lime water) • Drinking straws		• Pictures of different ecosystems (large and small) showing the living and non-living components • Thermometers • Hand lenses • String (for making quadrats) • Rulers/meter sticks • Sieves • Hand lenses • Field guides for identifying plants and animals • Pictures of different local/South African organisms • Video clips • Pictures of plants and animals in different ecosystems, such as forests, oceans, deserts					• Hand lenses, or • Bio-viewers		
Informal assessment; remediation	• Explain the requirements and products of photosynthesis • Investigate which leaves photosynthesise? • Test if human breath contains carbon dioxide • Identify and explain requirements and products of respiration • Compare photosynthesis and respiration		• Evaluate disruptions to an ecosystem; giving causes, effects and solutions • Identify the type of interaction between organisms within an ecosystem • Identifying a food chain or food web in an ecosystem in or near the school grounds • Draw food chains and food webs (linking names with arrows) in different ecosystems • Draw and analysing energy pyramids • Describe how the different organisms are adapted to live in their specific environments. • Researching and writing on: - Factors that disrupt a balanced ecosystem - The importance of maintaining biodiversity and sustainable use of natural resources - Air pollution, water pollution, landfills and climate change					• Research various infectious disease caused by viruses, bacteria, protists or fungi using sources from the library, the internet and interviews with healthcare professionals, with focus on; causes, symptoms and treatment. Write a report, prepare a poster or oral presentation. • Research various useful microorganism used in, e.g.; food and food-mak-		

		- Irresponsible human practices (such as inappropriate waste disposal) and their impact on eco-systems with suggestions of possible solutions	ing processes, water treatment, bio-technology research to produce alter-native, renewable energy, for example, biogas and biofuels, the development of various medicines, for example, anti-biotics. • Investigating the growth of yeast under different conditions, e.g.; different amounts of sugar, different tempera-tures, etc. • Research all the scientists who made contributions in the study of various types of microorganisms.	
Formal As-sessment	• Practical Task / Investigation • Test			

Matter and Materials

(*Will be done in 7 weeks over Terms 2 & 3*)

TERM 2 5 days	**Week 18** 20 – 24 July
CAPS Topics	**Atoms**
Topic, concepts, skills and values	• Atoms – building blocks of matter • Sub-atomic particles
Requisite pre-knowledge	• Grade 4: Materials around us • Grade 6: Solids, Liquids and Gases • Grade 7: Elements and the Periodic Table
Resources to enhance learning	• Reference materials • Video clips from the internet showing animations of atoms and molecules • Beads/ dried lentils or dried peas • Paper plates • Glue • Plastic "popit" beads or modelling clay or playdough • Copper(II) chloride • Cell/ battery • Conducting wires • Metal plates (electrodes) • Test tubes or small glass containers • Potassium permanganate • Heat source (such as Bunsen burner or spirit lamp) • Wooden splint • Matches • Small ceramic/glass dish (heat resistant)
Informal assessment; remediation	• Use beads or dried lentils or dried peas to make a 2-dimensional model or drawing of an atom. Use to glue to paste with onto a paper plate (choose an element from the first 20 elements from the Periodic Table). Show the atoms which make up molecules (such as O_2, H_2, N_2, H_2O, CO_2).
Formal Assessment	• None

Matter and Materials and Energy and Change

TERM 3 37 days	Week 19 3 – 7 Aug	Week 20 10 – 14 Aug	Week 21 17 – 21 Aug	Week 22 24 – 28 Aug	Week 23 31 Aug – 4 Sept	Week 24 7 – 11 Sept	Week 25 14 – 18 Sept	Week 26 21 – 23 Sept (3 days)
CAPS Topics	• **Atoms**	• **Particle model of matter**					• **Static electricity**	**Assessment**
Topic, concepts, skills and values	• Pure substances • Elements • Compounds	• The concept of the particle model of matter	• Change of state	• Density, mass and volume • Density and states of matter	• Density of different materials • Expansion and contraction of materials	• Pressure	• Friction and static electricity	
Requisite pre-knowledge	• Grade 4: Materials around us • Grade 6: Solids, Liquids and Gases • Grade 7: Elements and the Periodic Table	• Grade 4: Materials around us • Grade 6: Solids, Liquids and Gases					• Grade 5 & 6: Circuits and current electricity	
Resources to enhance learning	• Reference materials • Video clips from the internet showing animations of atoms and molecules • Beads/ dried lentilsor dried peas • Paper plates • Glue • Plastic “popit” beads or modelling clay or playdough • Copper(II) chloride • Cell/ battery • Conducting wires • Metal plates (electrodes) • Test tubes or small glass containers • Potassium permanganate • Heat source (such as Bunsen burner or spirit lamp) • Wooden splint • Matches • Small ceramic/glass dish (heat resistant)	• Ether • Measuring cylinder/large glass jar • Potassium permanganate • Empty tins • Spirit burners • Foil pie dishes • Tripod stands • Gauze wire mats • Candle wax • Matches • Sponge, • Polystyrene • Wooden and metal blocks of the same size • Paper / plastic cups (of identical size) • Water, sand, flour • Beakers • Oil and water • Ball and ring apparatus • Balloons • Soccer ball • Bicycle tyre • Hand pump					• Reference materials • Video clips from the internet • Plastic or Perspex rods or rulers • Pieces of wool/nylon/silk fabric • Small pieces of paper	

Informal assessment; remediation	• Use beads or dried lentils or dried peas to make a 2-dimensional model or drawing of an atom. Use to glue to paste with onto a paper plate (choose an element from the first 20 elements from the Periodic Table). Show the atoms which make up molecules (such as O2, H2, N2, H2O, CO2).	• Draw diagrams to represent particles in a solid, a liquid and a gas, and explain them in terms of arrangement, movement, forces and spacing using the particle model of matter. • Draw a table comparing the particles of gases, liquids and solids • Do an investigation to determine whether it is possible to decompose copper chloride using electrical energy. • Investigate if particles diffuse (mix) faster when they are in the liquid state or in the gaseous state. • Investigate what happens when we heat and then cool candle wax. • Compare objects with same volume but with different mass (by hand) in terms of their density, such as sponge, polystyrene, wooden and metal blocks of the same size. • Compare the densities of different states of the same material, a solid, a liquid or a gas. • Investigate which material has the highest density; sand, flour, water or air? • Calculate the density different substances (salt, a 500g block of butter, a piece of coal and a piece of cork, etc.	• Observe what happens and describe in terms of same or opposite charge on the materials when: - Rubbing a plastic or perspex ruler with a piece of wool or nylon or silk fabric. - Bringing the ruler close to small pieces of tissue paper or sawdust • Research the practical applications of static electricity • Make a simple electroscope	
Formal Assessment	• Test			

Energy and Change

(*Will be done in 7 weeks over Terms 3 & 4*)

TERM 4 38 days	**Week 27** 28 Sept – 2 Oct	**Week 28** 5 – 9 Oct	**Week 29** 12 – 16 Oct	**Week 30** 19 – 23 Oct	**Week 31** 26 – 30 Oct	**Week 32** 2 – 6 Nov	**Week 33** 9 – 13 Nov	**Week 34** 16 – 18 Nov	**Week 35…** 19 Nov on-wards
CAPS Topics	• **Energy transfer in electrical Systems**			• **Series and parallel circuits**	• **Visible light**			**Consolidation/ Revision**	**Assessment**
Topic, concepts, skills and values	• Circuits and current electricity	• Components of a circuit	• Effects of an electric current	• Series circuits • Parallel circuits	• Radiation of light • Spectrum of visible light	• Opaque and transparent substances • Absorption of light • Reflection of light	• Seeing light • Refraction of light		
Requisite pre-knowledge	• Grade 5 & 6: Circuits and current electricity			• Grade 5 & 6: Circuits and current electricity	• Grade 7: The transfer of energy; Solar energy; The seasons and life on Earth				
Resources to enhance learning	• Electrical circuit diagrams • Cells/batteries • Circuit boards • Torch bulbs • Switches • Resistors (steel wool or nichrome wire) • Copper wires • Steel wires • Copper(II)chloride • Magnetic compasses • Other (available) input and output devices			• Cells/batteries • Circuit boards • Torch bulbs • Switches • Resistors (various conducting wires, steel wool or nichrome wires) • Copper wires • Steel wires	• Video clips from the internet about the electromagnetic spectrum • Pinhole camera (if available) • Cardboard box (shoe box) • Tissue paper • Glue • Pin • Tinfoil (to make a pinhole camera) • Light source • Triangular prism • Light source • Cut-out cardboard shapes • Reference materials • Video clips from the internet • Mirror • Aluminium foil • Parallel sided prism • Cardboard with a narrow slit or glass • Pencil or ruler • Clear container with water				
Informal assessment; remediation	• Draw and interpreting an electrical circuit diagrams and the symbols used in it • Investigate the heating effect of a current by using a resistance wire (such as a strand of steel-wool/nichrome wire) • Investigate the current strength at all points in a series circuit			• Investigate the heating effect of a current by using a resistance wire (such as a strand of steel-wool/nichrome wire) • Investigate which metals offer the most resistance	• Investigate the relationship between the angles of incidence and reflection. • Investigate if light change direction when it passes through a glass block. • Investigate the refraction of light as it enters water • Draw diagrams to show how shadows are cast by opaque objects. • Draw a ray diagram to show the change in direction of light rays at a smooth reflector (such as a mirror)				

	• Investigate the magnetic effect of a current in a wire bent into a coil • Investigate electrolysis of copper(II) chloride solution	• Investigate the magnetic effect of a current in a wire bent into a coil • Investigate electrolysis of copper(II) chloride solution • Investigate the effects of connecting more resistors into the series and parallel circuits. • Investigate how different metals conduct electricity differently.	• Draw a ray diagram to show the changes in direction of light rays reflected off a rough surface (such as crumpled aluminium foil). • Draw a ray diagram of a triangular prism and a magnifying glass (lens) to show dispersing and focusing of light • Make Colour Spinning Wheels • Research careers in optics	
Formal Assessment	• Formal Test			

Science process skills

The teaching and learning of Natural Sciences involves the development of a range of process skills that may be used in everyday life, in the community and in the workplace. Learners also develop the ability to think objectively and use a variety of forms of reasoning while they use these skills. Learners can gain these skills in an environment that taps into their curiosity about the world, and that supports creativity, responsibility and growing confidence.

The following are the cognitive and practical process skills that learners will be able to develop in Natural Sciences

1. *Accessing and recalling information* – being able to use a variety of sources to acquire information, and to remember relevant facts and key ideas, and to build a conceptual framework.
2. *Observing* – noting in detail objects, organisms and events
3. *Comparing* – noting similarities and differences between things
4. *Measuring* – using measuring instruments such as rulers, thermometers, clocks and syringes (for volume)
5. *Sorting and classifying* – applying criteria in order to sort items into a table, mind-map, key, list or other format
6. *Identifying problems and issues* – being able to articulate the needs and wants of people in society
7. *Raising questions* – being able to think of, and articulate relevant questions about problems, issues, and natural phenomena
8. *Predicting* – stating, before an investigation, what you think the results will be for that particular investigation
9. *Hypothesizing* – putting forward a suggestion or possible explanation to account for certain facts. A hypothesis is used as a basis for further investigation which will prove or disprove the hypothesis
10. *Planning investigations* – thinking through the method for an activity or investigation in advance. Identifying the need to make an investigation a fair test by keeping some things (variables) the same whilst other things will vary.
11. *Doing investigations* – this involves carrying out methods using appropriate apparatus and equipment, and collecting data by observing and comparing, measuring and estimating, sequencing, or sorting and classifying. Sometimes an investigation has to be repeated to verify the results.
12. *Recording information* – recording data from an investigation in a systematic way, including drawings, descriptions, tables and graphs
13. *Interpreting information* – explaining what the results of an activity or investigation mean (this includes reading and understanding maps, tables, graphs). A Translation Task requires learners to make sense of information and convert the information into a different format e.g. from information captured on a table into a graph format and or written format.
14. *Communicating* – using written, oral, visual, graphic and other forms of communication to make information available to other people
15. *The Scientific Process* is a way of investigating things about the world. Scientists use this process to find out about the world and to solve problems. The steps that make up the scientific process are not necessarily in order (sequential), and may include:

    Step 1: Identify a problem and develop a question. What is it you want to find out?

    Step 2: Form a hypothesis. A hypothesis is your idea, answer, or prediction about what will happen and why.

    Step 3: Design an activity or experiment. Do something that will help you test your idea or prediction to see if you were right.

Step 4: Observe/note changes/reactions (e.g. through measuring), and record your observations (e.g. onto a table). What were the results of your activity or experiment? Write about what happened.

Step 5: Make inferences about the observations recorded in the tables, graphs, drawings, photographs. Make some conclusions. What did you find out? Do your results support your hypothesis? What did you learn from this investigation?

6 Social Sciences

6.1 Geography

Revised National Teaching Plan

Term 2

No. of School Days: 5	**Week 1**
No. of hours per week	1.5
Topic:	**Learner orientation** **Revision of term 1 topic: Maps and globes (Focus: Global and local)**
Geographic skills **Refer to Section 2 of CAPS**	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information.
Informal Assessment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.
Formal Assessment	No Formal Assessment Task at this point Revision of Term 1 Topic

Term 3

No. of School Days: 38	Week 1	Week 2	Week	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic	**Settlement (Focus: Africa with a focus on South Africa)**								
Content and concepts	**Settlements and Land Use** **-**Urban Settlements **-**Land Use within urban settlements- including the CBD, zones for light and heavy industry, residential areas (high, middle and low-income), shopping centres, services and recreation	**Settlements and Land Use** **-**Rural Settlements -Types of rural settlements – including farming, mining, forestry, fishing	**Land Use on aerial photographs** (see CAPS page 27)** **-**What aerial photographs look like (oblique and vertical) -Information from aerial photographs	**Land Use on aerial photographs** (see CAPS page 27)** -Identifying land uses in urban settlements (aerial photographs and large scale maps	**Investigation of a settlement**(see attached Guidance tips)** **-**An independent study of a South African settlement known to the individual learner -Describe settlement and different types of land use -Identify specific features or landmarks -Suggest reasons for the location of this settlement.	**Settlement project continues** Discuss decline and/ or growth of population of the settlement and suggest reasons. -Identify and discuss two social and two environmental issues. -Include drawings, a sketch map and any other illustrative material.	**Urbanisation** Concept of urbanisation -Why cities are growing – push and pull forces of migration Overview of urbanisation in South Africa – including issues associated with apartheid population controls	**Urbanisation** **-**Social issues related to the rapid growth of cities – such as housing and service provision (including heath care and education)	**Revision, consolidation and feedback on the Settlement project**
Geographic skills Refer to Section 2 of CAPS	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information.								
Informal Assessment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Reading and writing are very important.								
Formal Assessment	**Project: Investigation of a settlement. Refer to the project guidelines on last page.** **Marks: 50**								

Term 4

No. of School Days: 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-11
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic	**Climate regions (Focus: South Africa and world)**								
Content and concepts	**Factors that influence temperature and rainfall** -Distance from the Equator - Distance from the sea	**Factors that influence temperature and rainfall** - Height above sea level - Ocean currents	**Factors that influence temperature and rainfall** -Mountains (relief)	**South Africa's climate** **-**Differences between weather and climate -Elements of weather (temperature, humidity, winds and precipitation)	**South Africa's climate** -Kinds of climate: Tropical, subtropical, temperate. Bar and line graphs	**South Africa's climate** -kinds of climate: Desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain (alpine). Bar and line graphs	**Climate regions of the world** Map with climate regions Links between climate regions and factors that influence temperature and rainfall	**Revision and consolidation on Climate regions**	**End-of-Year Formal Assessment**
Geographic skills Refer to Section 2 of CAPS	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information.								
Informal Assessment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.								
Formal Assessment	**Formal Assessment Task: Source-based and paragraph writing** **The assessment should be based on the topic: Climate regions (Focus: South Africa and world)** **Marks: 50**								

Guidance on how the Investigation of a Settlement Project should be done

NB: For the project on the investigation of a settlement, learners do not have to conduct interviews.

The project can be done over a period of 10 school days as follows:

Stage 1: (Days 1-4)

Learners choose any settlement in South Africa that they know and investigate the following:

Name of a settlement – does the name have any significant meaning. (including a labelled map, or a sketch map of your chosen settlement.

Type of a settlement – is it a rural or an urban settlement;

In which province is the settlement located

Explain why you classify the selected settlement as rural or urban;

Stage 2: (Days 5-6)

Name at least TWO land use zones of the settlement (show the land use zones on the map/ sketch maps)

Are there any specific and prominent features (natural and man-made) in your chosen settlement (show these on the map/ sketch map)

Stage 3: (Days 7-9)

What led to the development of your chosen settlement - suggest reasons for the location of this settlement;

Identify and discuss TWO social and TWO environmental issues in the settlement (show pictures).

Stage 4:

Finalization of the project, editing and submission

Total marks: 50

6.2 History

Revised National Teaching Plan

Term 2

No. of School Days: 5	Week 1
No. of hours per week	1.5
Topic:	**Learner orientation** **Revision of term 1 topic:** The Industrial Revolution in Britain and Southern Africa from 1860
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.
Formal Assessment	There will be no Formal Assessment Task at this stage.

Term 3

No. of School Days: 38	Week 1	Week 2	Week	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic	**The Mineral Revolution in South Africa**								
Content and concepts	• Britain, diamond mining • Increasing labour control over black workers: close compounds and migrant labour • Further land dispossession and defeat of African kingdoms: Xhosa 1878	• Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879 • Mining of gold and the conditions underground	• The Randlords and the formation of the Chamber of Mines • Migrant workers • Increasing burden on women in the reserves, erosion of families	• Skilled and unskilled white workers • Anti-Indian legislation • Forms of labour resistance	• The city of Johannesburg • The mineral Revolution as a turning point in South African history •	• The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910	• formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913 • map of Southern Africa in 1913 compared with 1860.	**Revision**	**Formal Assessment Task: Test**
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**								
Informal Assessment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.								
Formal Assessment	Formal Assessment task: Test: Source-based questions and paragraph writing Assessment should be based on the topic: **The Mineral Revolution in South Africa** **Marks: 50**								

Term 4

No. of School Days: 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-11
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic	**The scramble for Africa**								
Content and concepts	• European colonization of Africa in the late 19th century: • Berlin conference 1884	• Map of Africa (showing different colonising countries) • Causes of colonisation –	• Patterns of colonisation: which countries colonised which parts of Africa	• Why European powers were able to colonise Africa so quickly	• Results of colonisation	• The British and the colonisation of the Gold Coast	• The British and the colonisation of the Gold Coast	Revision and consolidation	**Formal Assessment: End-of-Year Assessment**
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**								
Informal Assessment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.								
Formal Assessment	Test: Source-based questions and paragraph writing Assessment should be based on the topic: **The scramble for Africa** **Marks: 50**								

7 Technology

Revised National Teaching Plan

Term 1

TERMS 1		WEEK 1	WEEK 2	WEEK 3
CAPS Topics		Structures	Structures	**Communication skills**
Topics / Concepts, Skills and Values		Frame structures • Definition of frame structures. - Purpose of structural members (components) in wood and steel roof trusses (king and queen post, strut, tie, rafter, tie beam). - Learners identify structural members and type of force (shear, torsion, tension, compression) acting on them in given frame structures. • Case study: Electrical pylons – use pictures of a range of pylon designs noting: - The variety of designs that solve the same problem effectively. - The use of internal cross-bracing and triangulation to provide stiffness. • Structural members under tension/compression (worksheet).	structural members • Structures that span over space: - Beams: steel I-beams (girders), concrete lintels; beam and column bridge. - Alternative bridge supports: suspension bridges; cable-stayed bridges. - Arches: arches in buildings, bridges, dam walls. - Cantilevers: simple cantilever, cable-stayed cantilever. Structural failure – the three most likely ways structures fail are: - Fracture of a member – due to lack of strength. - Bending (flexing, buckling) – due to lack of stiffness (rigidity). - toppling over – due to lack of stability (top heavy, narrow base).	• Purpose of graphics: develop and communicate ideas. • Conventions: outlines (thick/dark); construction lines (thin/feint); hidden detail (dashed); centre lines (chain dash-dot); scaling up and scaling down; dimensioning (in mm). • working drawing techniques for planning: - Single view flat 2D drawing with dimensions, line types and scale. - Isometric – using underlying isometric grid (term 1) and simple instruments (term 3).
Requisite pre-knowledge		Structures	Structures	Graphic Communication
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A

TERMS 1		WEEK 4	WEEK 5	WEEK 6
CAPS Topics		**Communication Skills**	**mechanical systems and control**	**mechanical systems and control investigation skills**
Topics / Concepts, Skills and Values		artistic drawing: Double vanishing point perspective with colour, texture and shading. - Sketching – using pencil, ruler and blank paper. - Enhancing drawing to promote realism using colour, texture, shading and shadows	revision: mechanical advantage. Well-designed machines give "mechanical advantage". • All complex machinery consists of combinations of simple mechanisms. - the wedge: e.g. inclined plane or ramp, door wedge, knife blade, etc. - the wheel and axle: e.g. from bicycle to shopping trolley. • Gears: (wheels with wedges for teeth) - Show how meshing of two spur gears causes counter-rotation. - Show how introducing an idler gear between two spur gears synchronises rotation of the driver and driven gears. note: Since a small idler will rotate more times than the larger gears, it should be made of harder material. -	Gear ratios: Show how different sized gears result in a change in the velocity ratio as well as an 'opposite' change in the force ratio – if force increases, speed decreases, and vice versa. • mechanisms that change the direction of movement: - The Cam: show how a cam converts rotary motion into reciprocating motion. Compare an eccentric wheel and a snail cam. - The Crank: an adaptation of a second-class lever. Show how a crank converts rotary motion into reciprocating motion. •Graphic skills: learners draw an artist's impression of one of each of the above mechanisms in their books using colour, shading and texture.
Requisite pre-knowledge		Artistic Drawings	Mechanical Advantage	Gears
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A

TERMS 1		WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS Topics		**structures evaluation skills design skills**	**making skills**	**Communication Skills**	
Topics / Concepts, Skills and Values		Learners work in teams to design and make a structure utilising required structural components and mechanisms to suit the context provided. • evaluate: learners examine information on several complex structures and list advantages and disadvantages in the designs. • design: initial idea sketches. • design: design brief with specifications and constraints.	• make: a 3D isometric projection of the idea with dimensions and drawn to scale. • Make: a working drawing in 2D showing one view with dimensions and line types. • Make: teams build their structure housing mechanisms using safe working practices.	• Communicate: teams present their plans and model. • Communicate: a sketch in double VP perspective enhanced using two of colour, texture or shading	Formal assessment task: Test (the test may be before or after the mini-PAT)
Requisite pre-knowledge		Structures evaluation skills	Making Skills	Communication skills	
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	
Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal	
	SBA (Formal)	N/A	N/A	N/A	

Term 2

TERMS 2		WEEK 1	WEEK 2	WEEK 3
CAPS Topics		**Processing: Impact of technology** **Investigation & Communication skills**	**Processing** **Investigation & Design skills**	**Processing, Structures &** **Impact of technology** **Investigation skills**
Topics / Concepts, Skills and Values		• **THE POSITIVE IMPACT OF TECHNOLOGY:** many natural materials have been replaced in modern times by new or improved materials. Some new materials are environmentally friendly by being biodegradable. • **Case study 1**: investigate the impact of plastic shopping bags on the environment. • **REPORT:** learners write a report evaluating the effectiveness of using thicker, bio-degradable plastic shopping bags which shoppers must buy.	• **Case study 2:** technology with a positive impact on society. • Investigate how waste paper and cardboard are recycled to produce new products for the packaging industry. • Development: draw a development of an opened container.	• **Case study 3**: technological products can have a negative impact. • INVESTIGATE a technological product that can have a negative impact on society. • **CLASS DISCUSSION:** facilitate a class discussion on possible solutions that can counteract or compensate for the negative impact of the technology identified. • Adapting materials to withstand forces – reinforcing concrete, plywood. • Selecting metal sections (I-beam, angle iron, T-bar, etc.) to withstand forces and to save material.
Requisite pre-knowledge		Processing of natural materials	Processing of natural materials	Processing of natural materials
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A

Term 3

TERM 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
CAPS Topics	**Mechanical advantage Investigation skills**	**Mechanical S & C Communication skills**	**Mechanical S & C Design & Investigation skills**	**Impact of technology, Indigenous technology and Biases in technology Investigation skills**	**Investigation and Design skills**	**Design & Communication skills**
Topics /Concepts, Skills and Values	***Calculate* Mechanical advantage (MA)** • Levers: mechanical advantage calculations for levers using ratios. • Calculations using LOAD/EFFORT; load ARM/effort ARM; etc. • *Do NOT use the method of "taking moments about a point".* • Gears: mechanical advantage calculations for gears using ratios. • Calculations using tooth ratios; gear wheel diameters; velocity ratios.	• **REPRESENT GEAR SYSTEMS GRAPHICALLY**: use circular templates and/or pair of compasses to draw gear systems with: • The driven gear rotating in the opposite direction to the driver (counter rotation). • The driven gear rotating in the same direction to the driver (include an idler gear). • The driven gear rotating faster than the driver (with and without an idler). • The driven gear rotating slower than the driver (with and without an idler). • **DESIGN BRIEF:** learners write a design brief with specifications for a device that will use a combination of gears to achieve: • A mechanical advantage with force multiplication of three times. • An increase in output velocity of four times.	• Sketches (2D) showing gear systems that: • Provide an output force four times greater than the input force (MA = 4:1). • Provide double the rotation rate on a driven axle at 90^{o} to the driver axle. • SYSTEM ANALYSIS – bicycle gear system • Analysis of the gears used on modern bicycles – terminology: master/slave or driver/driven; chain wheel; cogs. • SYSTEMS DIAGRAMS • Analyse a mechanical system by breaking it into input-process-output. • Draw a Systems Diagram for a gear system with a mechanical advantage of 4:1. • Plan a mechanical system to produce a specific output. • Systems diagram for a gear train with the driven gear rotating faster than the driver.	• INVESTIGATE and report on one of the following: *Distribute the investigations so all are covered and reported in each class.* • INVESTIGATE: The impact on the environment as a result of mining of:Acid mine drainage..... OR • INVESTIGATE: The impact on the environment as a result of mining of: Dust pollution from mine dumps on residential areas. ..... OR • INVESTIGATE: Iron age technology: Indigenous mining of iron in South Africa before the modern era..... OR • INVESTIGATE: Bias in technology: Gender bias in career choice / opportunities related to mining.	• INVESTIGATE: Lifting mechanisms (wire rope-driven mine head-gear) in use at South African mines for raising people and ore. • Sketch: initial idea sketches to meet the requirements given in the scenario. • Design brief with specifications and constraints.	• DRAWINGS for the shaft head-gear – each learner draws a: • 3D isometric drawing of the selected design giving dimensions and drawn to scale. • 2D working drawing showing one or more views with dimensions and lines. • Budget: individual learners prepare a realistic budget detailing expected costs of constructing a real mine shaft headgear, detailing valid prices of materials and labour costs of the range of workers who would be involved in designing and building such a device.
Requisite pre-knowledge	Mechanical Advantage	Mechanical Advantage	Mechanical Advantage	Investigation skills	Investigating and design skills	Drawing skills
Resources (other than textbook) **to enhance learning**	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources

Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal	Informal	N/A	N/A
	SBA (Formal)	N/A	N/A	N/A	N/A	**Formal** **PAT 2 (Assignment)** **Investigate (30 marks)**	**Formal** **PAT 2 (Assignment)** **Design (40 marks)**

Terms 3 & 4

TERM 4		WEEK 10	WEEK 11	WEEK 12	WEEK 13
CAPS Topics		**Electrical systems and control** **Design skills**	**Impact of / Biases in technology** **Evaluation skills**	**Electrical S & C** **Impact of technology**	**Electrical S & C** **Impact of technology**
Topics /Concepts, Skills and Values		• REVISE: simple circuit components; input devices (electrochemical cell; generator; solar panel), output devices (resistor; lamp; heater; buzzer; motor); control device (switches). Note: Some devices can serve as input, output, process or control device. • CORRECT CONNECTIONS, short circuits. Electrical components and their accepted symbols. • DRAWING ELECTRICAL CIRCUITS using accepted symbols (as in Grade 12 see Addendum C). • TEACHER SET UP CIRCUITS using a range of components. Learners draw the circuits using symbols.	• Energy for heating, lighting and cooking in rural and informal settlements. • Energy from illegal connections; ethical issues; safety considerations. • CLASS DISCUSSION: equitable sharing of resources – industry needs reliable power for job creation; schools need power for lighting and computing. WRITTEN REPORT: Learners write a balanced report on these issues.	• ELECTROCHEMICAL CELLS. • Practical: make your own batteries – fruit, vegetable and salt water batteries. • Advantages and disadvantages of series and parallel batteries. • Photovoltaic cells - advantages and disadvantages of solar cells.	GENERATE ELECTRICITY FOR THE NATION – ADVANTAGES AND DISADVANTAGES of: • Thermal power stations (steam turbines – sources of heat: coal, gas, nuclear, sun). • Hydroelectric power stations (including pumped storage schemes). • Wind-driven turbines. • ALTERNATING CURRENT; step-up and step-down transformers; distributing electric power across the country: the national grid. •
Requisite pre-knowledge		Electric Circuits	Forms of energy	Elektrisiteit	Electricity
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources
Assessment	**Informal Assessment:** Remediation	Informal	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A	N/A

Term 4:

TERM 4		WEEK 14	WEEK 15	WEEK 16	WEEK 17
CAPS Topics		**Electrical S & C** **Design skills**	**Electrical S & C** **Investigation skills**	**Revision**	
Topics / Concepts, Skills and Values		• Practical: learners DRAW CIRCUIT DIAGRAMS & CONNECT CIRCUITS showing the effect of circuits with resistors connected in series and parallel.	• Investigation: AND logic gate and simple cases where it is used. • Investigation: OR logic gate and simple cases where it is used. • Lesson: truth tables for AND & OR logic conditions.	• Revise term 4 content	• Test on term 4 Content
Requisite pre-knowledge		Electrical Circuit diagrams	Electrical Circuit diagrams		
Resources (other than textbook) **to enhance learning**		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Textbooks Applicable resources	Question paper
Assessment	Informal	Informal	Informal	Informal	N/A
	N/A	N/A	N/A	N/A	**TEST** **Total = 40 marks**