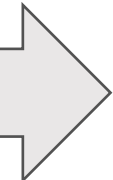
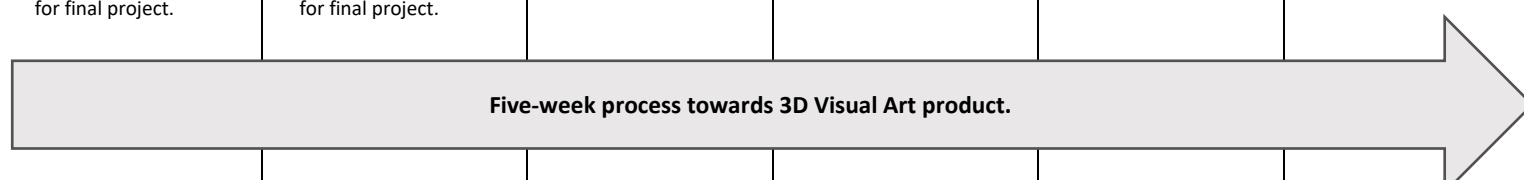


SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 8 Creative Arts: Visual Arts 2021

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 3D	Visual literacy	Create in 3D	Visual literacy Formal Practical Assessment (3D)
Concepts, Skills And Values	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, online game/competition. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Consolidation and Introductory activities to prepare for creative work in Term 1:</p> <p>Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. <p>Create in 2D & 3D, simple paper construction:</p> <ul style="list-style-type: none"> Drawing and / or colour media: exploring a variety of media and techniques. Art elements: line, tone, mark-making, and texture used in own lettering and/or patternmaking; drawing, cutting and sticking shapes in series. Design principles: balance, contrast, emphasis. 	<p>Drawing and painting: Creative Lettering in Popular Culture - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Art elements: use in description of artworks - shape, line, tone, texture, complementary colour. Design principles: use in description of artworks - contrast, proportion, emphasis, unity, balance. 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. Values development: lettering in popular culture to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others. 	<p>Drawing and painting: Creative Lettering in Graffiti - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Art elements: use in description of artworks - shape, line, tone, texture, complementary colour. Design principles: use in description of artworks - contrast, proportion, emphasis, unity, balance. 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: graffiti. Values development: graffiti to engage discussions, to formulate values and to learn respect for the opinions and visual expression of others. 	<p>Creating and constructing a 3D artwork inspired by functional containers: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Art elements and design principles: use in description of artworks (functional containers). Emphasis on the learner's personal expression and interpretation of functional 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. 	<p>Creating and constructing artwork inspired by mythological containers: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements and design principles: conscious application in own work (mythological containers). 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). 	<ul style="list-style-type: none"> Art elements and design principles: use in description of artworks. Emphasis on the learner's personal expression and interpretation of mythological containers. Express, identify / name, question and reflect through looking, talking, listening and writing about the visual world in relation to mythological containers through history. Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design.
	<p>Two-week process towards 2D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p>									
<p>Focus on consolidating & revising the Art Elements & Design Principles, as well as 2D / 3D skills, using short-term practical assessment tasks every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual assessment tasks should be linked by a common theme and not necessarily form part of one larger assessment task.</p>										
<p>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</p> <p>2D: Emphasis on the interpretation of observational projects – photographs and / or examples from life, such as creative lettering in popular culture and graffiti. Variation of paper size and format: different scale and degrees of detail.</p>										
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work.									
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.		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.							
	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. Lesson Plans: https://bit.ly/37WLpHE Other Resources: https://bit.ly/32RpyXw									
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: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.
SBA (Formal Assessment)	<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 2D experience, therefore the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>					<p>Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 3D experience, therefore the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>				

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 26 – 30 April (4 days)	Week 4 03 – 07 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 04 June	Week 9 07 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June	
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	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 3D Visual literacy	Practical and Written Examinations	Practical and Written Examinations	
Concepts, Skills, And Values	<p>Do reflection & recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information, preliminary drawings and sketches. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Understanding of images as symbols. Variation of paper size and format: different scale and degrees of detail. 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Understanding of images as symbols. Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa. Variation of paper size and format: different scale and degrees of detail. 	<p>Create in 2D e.g. Drawing on societal issues</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Understanding of images as symbols. Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa. Variation of paper size and format: different scale and degrees of detail. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Design: art elements and design principles in three-dimensional design projects. Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Design: art elements and design principles in three-dimensional design projects. Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, etc. Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and selection of tools and materials in preparation for final project). Use of tools: safety, consideration of others: shared resources, concern for the environment. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Design: art elements and design principles in three-dimensional design projects Use of tools: safety, consideration of others: shared resources, concern for the environment. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Finalise artwork for formal assessment. 	<p>Create in 3D: fashion objects</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment. 	<p>Written Examination: Terminology Art elements Design principles Symbolic language in art Role of the artist in society Careers in fashion Reflection 50 marks</p> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p>	
		<p>Three-week process towards 2D Visual Art product.</p> 			<p>Five-week process towards 3D Visual Art product.</p> 							
		<p>Visual literacy</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of artworks, e.g. societal issues. The role of the artist as contributor and social commentator in society; current events and how these are expressed in art, craft, design and popular culture. Interpret, analyse and recognise symbolic language. 	<p>Visual literacy</p> <ul style="list-style-type: none"> The role of the artist in society: careers in fashion. Values development: discuss fashion as an example of popular culture to formulate values and to learn respect for the opinions of others. 		<p>Visual literacy</p> <ul style="list-style-type: none"> Art elements and design principles: use in description of fashion then and now. Express, identify / name, question and reflect through writing about fashion. 							
Requisite pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work.</p> <p>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.</p>											
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Photographs and / or examples from life, such as personal comment on societal issues in South Africa; 2 / 3 / 4B pencils squares of paper.			Tempera paint in limited colour range, white and black. A2 paper.		Photographs in resource books and / or real examples of local craft (e.g. African masks or other fashion object examples); Learners' choice of recyclable materials Appropriate tools: scissors, craft knives, etc., glue, cardboard strips for glue applicators.					
Informal assessment; remediation	<p>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.</p> <p>Lesson Plans: https://bit.ly/39xn2Ka</p>											
Informal assessment; remediation	<p>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</p>											
Informal assessment; remediation	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.			
SBA (Formal Assessment)	<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 2D experience, therefore the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>				<p>Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is a 3D experience, therefore the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>				<p>Equal weighting between Practical and Theory Examination.</p>			

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	Week 9 06 – 10 Sep	Week 10 13 – 17 Sep	Week 11 20 – 23 Sep (4 days)
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	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 & 3D Visual literacy	Create in 2D & 3D Visual literacy
Concepts, Skills, And Values	Do reflection & recap of previous term's concepts / skills: including any of the following activities: <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	Create in 2D: e.g. figure drawing / body templates <ul style="list-style-type: none"> Observation and interpretation of the figure. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Exploration of wet media (optional) for drawing. Drawing and painting: exploring a variety of appropriate media. Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design. Variation of paper size and format: different scale and degrees of detail. 	Create in 2D: e.g. figure drawing / body templates <ul style="list-style-type: none"> Observation and interpretation of the figure. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Exploration of wet media (optional) for drawing. Drawing and painting: exploring a variety of appropriate media. Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design. Variation of paper size and format: different scale and degrees of detail. 	Create in 2D: e.g. figure drawing / body templates <ul style="list-style-type: none"> Observation and interpretation of the figure. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Exploration of wet media (optional) for drawing. Drawing and painting: exploring a variety of appropriate media. Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design. Variation of paper size and format: different scale and degrees of detail. 	Create in 2D: e.g. figure drawing / body templates <ul style="list-style-type: none"> Observation and interpretation of the figure. Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis, unity. Exploration of wet media (optional) for drawing. Drawing and painting: exploring a variety of appropriate media. Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design. Variation of paper size and format: different scale and degrees of detail. 	Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes) <ul style="list-style-type: none"> Design: apply art elements and design principles to three dimensional design projects exploring surface decoration; fashion design, interior design, corporate design. Spatial awareness: conscious experience of working with shapes in the construction process. 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. 	Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes) <ul style="list-style-type: none"> Design: apply art elements and design principles to three dimensional design projects exploring surface decoration; fashion design, interior design, corporate design. Spatial awareness: conscious experience of working with shapes in the construction process. 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. 	Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes) <ul style="list-style-type: none"> Design: apply art elements and design principles to three dimensional design projects exploring surface decoration; fashion design, interior design, corporate design. Spatial awareness: conscious experience of working with shapes in the construction process. 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. 	Create in 3D: e.g. surface design / figure drawing / body templates (or similar themes) <ul style="list-style-type: none"> Design: apply art elements and design principles to three dimensional design projects exploring surface decoration; fashion design, interior design, corporate design. Spatial awareness: conscious experience of working with shapes in the construction process. 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 <ul style="list-style-type: none"> Planning and preparation: with guidance, collects resources, visual information: the role of the artist in society: careers in the arts and design fields. Express, identify / name, reflect on careers in visual arts and design. Basic research skills: <ul style="list-style-type: none"> 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. Finalise 2D & 3D art work and submit for formal assessment.	
	<p>Focus on combining 2D & 3D into ONE task, if possible, for the term by creating a mixed media activity that includes the above Art Elements & Design Principles: i.e. the exploratory drawings and sketches develop towards the integrated creation of Figures and Design – the learners create artworks / designs out of recyclable materials for a presentation.</p> <p>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p>										
	<p>Visual literacy:</p> <p>Art elements and design principles: use in description of own and others' artworks. Description of own and others' artwork: Personal meaning and interpretation expressed in words. Develop critical thinking and response.</p> <p>The role of the artist in society: careers in the arts and design fields.</p> <p>Express, identify / name, question and reflect through researching careers in visual arts and design using various sources, e.g. books, libraries, internet; formal written response or class presentation (could be group work).</p> <p>Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects.</p>										
Requisite pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work.</p> <p>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.</p>										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Visual stimuli (e.g. seated model / figure); dry media (pencils, ballpoint pens, kokis or black wax crayons) and / wet drawing media: inks, dyes, food colouring, small brushes, etc., A2 paper.				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.					
	<p>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.</p> <p>Lesson Plans: https://bit.ly/36nNNPa</p>										
Informal assessment; remediation	<p>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</p>										
	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet. Workbook: worksheet Artist as contributor to society.	Workbook: worksheet Artist as contributor to society.
SBA (Formal Assessment)	<p>Practical Assessment: 2D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to Create in 3D; therefore, the final product may include relief elements or small-scale 3D elements.</p> <p>Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>					<p>Practical Assessment: 3D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to Create in 2D; therefore, the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>					

Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 – 15 Oct	Week 3 18 – 22 Oct	Week 4 25 – 29 Oct	Week 5 01 – 05 Nov	Week 6 08 – 12 Nov	Week 7 15 – 19 Nov	Week 8 22 – 26 Nov	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)	
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Practical and Written Examinations	Practical and Written Examinations
Concepts, Skills, And Values	Do reflection & recap of previous term's concepts / skills: including any of the following activities: <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	Create in 2D, e.g. tonal drawing of crumpled fabric / visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme. Art elements: shape, line, tone, texture. Design principles: balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Create in 2D, e.g. tonal drawing of crumpled fabric / visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme. Art elements: shape, line, tone, texture. Design principles: balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Create in 2D, e.g. tonal drawing of crumpled fabric / visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Create in 2D, e.g. tonal drawing of crumpled fabric / visuals from a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Use different approaches to drawing: line, tone, texture; mark-making. 	Create in 2D, e.g. visuals from a chosen theme / scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Simple etching techniques: scraperboard / etching drawing / scratching. 	Create in 2D, e.g. visuals from a chosen theme / scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Simple etching techniques: scraperboard / etching / drawing / scratching. 	Create in 2D, e.g. visuals from a chosen theme / scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Planning and preparation: collects resources, visual information and makes preliminary drawings and sketches. Observation and interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme. Art elements: shape, line, tone, texture. Design principles: contrast, balance, proportion, harmony. Simple etching techniques: scraperboard / etching drawing / scratching. 	Create in 2D, e.g. visuals from a chosen theme / scraperboard on a chosen theme, i.e. observational projects on learner's interests, the social world / current events / art, craft, design or popular culture. <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment. <p>Practical Examination: Individual - 2D art work: e.g. interpretation of crumpled fabric / visuals from a chosen theme / scraperboard on a chosen theme 50 marks</p>	Written Examination: Terminology Art elements Design principles Symbolic language in art Role of the artist in society Visual literacy Careers Reflection 50 marks Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%	
	<p>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 ONE task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles.</p> <p>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p> <p>(The focus is predominantly on 2D work as 3D work would have been covered in terms 1-3 this year)</p>										
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	<p>Materials:</p> <p>Suitable visual stimuli (e.g. tonal drawing of crumpled fabric / visuals from a chosen theme), pictures / photographs; A3 - A2 sheet of paper; drawing pencils, coloured pencils, ball point pen, fine liner, ink.</p>				<p>Materials:</p> <p>Suitable visual stimuli (e.g. visuals from a chosen theme / 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).</p>					
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. Lesson Plans: https://bit.ly/3k7IRS2											
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: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: self-reflection worksheet.	
SBA (Formal Assessment)	<p>Practical Assessment: 2D Artwork 50 marks assessed with a rubric</p> <p>(The focus of the assessment task is to Create in 2D; therefore, the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>									Equal weighting between Practical and Theory Examination.	