

## **SUGGESTED PLANNING of TEACHING and ASSESSMENT**

**Grade 9 Creative Arts: Music 2021** 

Term 1 45 days	Week 1 27-29 January (3 days) Baseline Assessment	Week 2 1-5 February  Baseline Assessment	Week 3 8-12 February  Music literacy Music listening Performing and	Week 4 15-19 February  Music literacy Music listening Performing and	Week 5 22-26 February  Music literacy Music listening Performing and	Week 6 1-5 March  Music literacy Music listening Performing and	Week 7 8-12 March  Music literacy Music listening Performing and	Week 8 15-19 March  Music literacy Music listening Performing and creating	Week 9 23-26 March (4 days)  Formal Practical Assessment  Week 10 29-31 March (3 days)  Formal Practical Assessment	
		Music literacy should be don't to note that reference to basure, rhythm, etc.) should be made and the burstion  • Consolidation of the	Develop the abile eveloped through the sic knowledge like let	lity to sing in tune thro songs and instrument ter names of notes, no	ough a repertoire of song tal pieces learners perfor te values, clefs, time sign	m and their active listeninatures, key signatures ar	ng to music played by otl nd all elements of music (	dynamic, tempo,	Formal Practical Assessment Task (FAT): Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation and evaluating performances listened to: 50 marks	
Concepts, skills and values	the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. Consolidation of 2/4, 3/4, 4/4, 6/8.  Music terminology Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo.  Pitch Consolidation of the construction of the major scale: C, G, D and F major.	crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet.  • Consolidation of 2/4, 3/4, 4/4, 6/8.  Music terminology Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo.  Pitch Consolidation of the construction of the major scale: C, G, D and F major.  Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:	Intervals on i, iv and v (closed position)  Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:  Strings  Woodwind  Group or solo performances from the standard repertoire of Western/African /Indian/popular musical styles:  solo vocal works	playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.  Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:  - Woodwind  Group or solo performances from the standard repertoire of Western/African/ Indian/popular musical styles:  • solo instrumental	instruments of the orchestra and describe how sound is produced: - Brass  Group or solo performances from the standard repertoire of Western/ African/Indian/popular musical styles: - choral works	largo.  Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:  - Brass  Group or solo performances from the standard repertoire of Western/ African/ Indian/popular musical styles:  • group instrumental works	Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:  -Percussion  Write own music in group and solo context by  • rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given.	instruments of the orchestra and describe how sound is produced:  - Percussion  Write own music in group and solo context by  • Rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given.		
Requisite pre- knowledge	-Strings works  The basic elements and theory of music which were taught in Primary school and Grade 8: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat texture).								Preparation towards Music listening activity during past 8 weeks.	
Resources to enhance learning		Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments  Senior Phase Music Guide for teachers (WCED). <a href="https://bit.ly/2JBzAFj">https://bit.ly/2JBzAFj</a> Lesson Plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</a>								
Informal assessment; remediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique. Peer assessment on creating musical and peers towards polished Music performance  Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.  Observation, side coaching and direction by quizzes, pictures, diagrams, etc.  Peer assessment on creating musical performances. observation, side coaching and direction by teacher to continuously improve technique.								Workbook: new terminology explored by means of quizzes, pictures,	
SBA (Formal Assessment)			1		1			Fo	diagrams, etc.  ormal Assessment Task: Listening activity  50 marks	



51 days	13 – 16 April (4 days)  Music literacy  Music listening  Performing and creating music	19 – 23 April  Music literacy  Music listening  Performing and  creating music	26 – 30 April (4 days)  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	24 – 28 May  Music literacy  Music listening  Performing and  creating music	31 May – 04  June  Music literacy  Music listening  Performing and creating music	07 – 11 June  Music literacy  Music listening  Performing and creating music	14 – 18  June  Formal Practice Assess	
Concepts, skills and values		ال Music الا Encour A variety of m	Develop the ability to literacy should be exp age active listening to inusical styles for listening lowledge like letter nar	art every week's class with a sing in tune through a solution of the songs dentify the elements and performes of notes, note values I in all weeks across the terms of the solution of the sol	th warm-up and breathing repertoire of songs from and instrumental pieces diprinciples of music in a formance can be used: class, clefs, time signatures, leterm – whenever working	ng exercises suitable for the the standard repertoire of that learners perform and variety of musical styles (Venoral works, group instrumkey signatures and all eleming with sheet music, always enriched, extended and cr  • Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz.  Write own impression of the music focusing on the special features of the music regarding rhythm and tempo.	e instrument or voice.  Western/African/Indian/ their active listening to m Vestern Classical, African, then and works, solo vocal we then of music (dynamic, to refer to all these mention the eative teaching.	popular music nusic played by others. Indian, popular music). orks, solo instrumental wo empo, texture, rhythm, et ned.	orks.	GUIDELINES FOR MEXAMINATIONS Content is made up reflections, activities workbooks (Music I all the practical and done during term 1 NB: Classroom disciplection using musharing ideas on into performances. Appreciation for poperformance and significant of the properformance during Performance during Performance skills, behaviour, theatre  Formal Practical Perindividual and for a sometime of the properformance of the	of notes, as in learners' Literacy) based on I theoretical work and 2. Sic terminology, dividual and group dished wills acquired.  polished group as 8 weeks. Sic audience etiquette.  Informance: groups  sessment literacy covered 2.
Requisite pre- knowledge Resources to enhance learning	The basic elements and theory of music which were taught in previous terms: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)  Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.  Lesson Plans: <a href="https://bit.ly/39BuXGc">https://bit.ly/39BuXGc</a>								hm, beat, texture)	Recommendation: exam slot on time table to assess practical and theory examination.	
Informal assessment; remediation	Workbook: new terminology explored by means of quizzes, p perf  Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. creating musical performances.			_	recting by teacher and pending and direction by	eand direction by teacher to eers towards polished Musi Peer assessment on crea performances.	c performance	Observation, side coaching and direction by teacher to continuously improve technique.		Preparation towards practical activity.	

Formal written exam locussing on music ineracy covered throughout the term. 50 mar



T 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	13 – 16 July	19 – 23 July	26 – 30 July	02 – 06 Aug	10 – 13 Aug	16 – 20 Aug	23 – 27 Aug	30 Aug – 03	06 – 10 Sep	13 – 17 Sep	20 – 23 Sep
52 days	(4 days)	_	-	_	(4 days)	_	_	Sep	-		(4 days)
CAPS topic	Music literacy	Music literacy	Music literacy	Music literacy			Music literacy	Music literacy		Formal Pract	ical Assessment
	Music listening	Music listening	Music listening	Music listening		Music literacy Music listening Music listening  Music listening Performing and creating Performing and creating music  Performing and creating music		•			
	Performing and creating	Performing and creating	Performing and creating music	Performing and creating				Performing an	d creating music		
	music	music	music	music	Performing and	creating music	music				
Concepts, skills and values	<ul> <li>Duration and pitch         Write the scales of C,         G, D and F Major in         treble and bass clefs in         an interesting rhythm         making use of the note         values learnt.</li> <li>Reading (singing or         playing) music in the         keys of C, G, D and F         major using either         tonic sol-fa or         humming.</li> <li>Music Terminology:         Revised music         terminology.     </li> <li>Listen to excepts from         a musical (e.g. West         Side Story) or an         opera (e.g. Magic         Flute, Nabucco): Write         a storyline of a         musical/opera.</li> <li>Sing along with one of         the choruses / solos.</li> </ul>	<ul> <li>Music literacy s         Active listenin         A variety of musical styles         that reference to basic kr     </li> <li>Key signatures of         C, G, D and F         Major.         <ul> <li>Ledger lines</li> </ul> </li> <li>Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.</li> <li>Music         <ul> <li>Terminology:</li></ul></li></ul>	ne ability to sing in tune the hould be explored through g to identify the elements is for listening, improvising nowledge like letter names be made in all weeks acrows Repetition of Repetition of Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.  • Music Terminology: Revised music terminology.  • Listen to excepts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera.  • Sing along with one of the choruses/solos.	<ul> <li>the songs and instrument and principles of music in a and performance can be used of notes, note values, cleft of notes, and remains of C, G, D and F Major.</li> <li>Triads on I, IV and V (close position).</li> <li>Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.</li> <li>Music  Terminology: Revised music terminology.</li> <li>Listen to excepts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco): Write a storyline of a musical/opera.</li> <li>Sing along with one of the choruses/solos.</li> </ul>	s from the standard real pieces learners per a variety of musical seed: choral works, great, time signatures, keyorking with sheet must own for enriched, external ending the characteristic of the ch	epertoire of Western form and their active cyles (Western Classical oup instrumental ways signatures and all electric all electric form a musical elec	n/African/Indian/popular music listening to music played by ical, African, Indian, popular orks, solo vocal works, solo icelements of music (dynamic all these mentioned. eaching.  • Listen to excepts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco):  Write a storyline of a musical/opera. • Sing along with one of the choruses/solos. • Adding music to words of a poem (four lines).	Listen to except (e.g. West Side (e.g. Magic Flu Write a storylir choruses/solos     Adding music t (four lines).	ots from a musical e Story) or an opera te, Nabucco): ne of a musical/opera n one of the co words of a poem	(FAT): Group performa	of choruses or solo sical. Adding mical ad available companiment.
Requisite pre- knowledge	THE DUSIC CICILICITIS AT						signatures, elements (tempo	,, aynannes, myanin,	ocat, texture,		
Resources to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.  Lesson Plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>										
Informal	Workbook: new termino	logy explored by means o			_	•	nuously improve technique.	Peer assessment on	creating musical	Preparation towa	ards practical
assessment; remediation	Workbook: new terminology		Observation, side coachir teacher to continuously in	-	1		or by teacher to continuously	y improve technique.		activity.	
SBA (Formal Assessment)	quizzes, pictures, diagrams, e	ι	Leacher to continuously li	iiprove teciliique.	I					Formal Practica	al Assessment Task: 50 marks



Term 4 47 days  CAPS topic	Week 1 05 – 08 Oct (4 days)  Music literacy Music listening Performing and creating music	05 – 08 Oct (4 days)  usic literacy usic listening  Music listening  Music listening  Music listening  Music listening			Week 4 25 - 29  Music literacy Music listening Performing and creating music  Week 5 01 - 05 Nov  Music literacy Music listening Performing and creating music			Week 8 22 – 26 music	Week 9 29 Nov – 03 Dec (3 days)  Formal Practical and Written Assessment			
Concepts, skills and values	ر A variety o	Revision and applying of contents of the scales of C, rhythmically using normal values learnt.  Redger lines.  Intervals.  Reading (singing or place).  Reading (singing or place).  Reading (singing or place).  Discussion of the National description of the National description of the National description.	G, D and F Major in the treble te values learnt.  I, D and F Major treble and bass rhythm making use of the note aying) music in the keys of C, g either tonic solfa or ional Anthem reflecting on the libutors to the anthem - The	of songs from the standard repartrumental pieces learners performusic in a variety of musical stylican be used: choral works, grous, note values, clefs, time signaterm. Whenever working with strms, allows for enriched, extension and applying of common works of the c	pertoire of Western/African/India orm and their active listening to les (Western Classical, African, In up instrumental works, solo voca tures, key signatures and all eler sheet music, always refer to all t ded and creative teaching.  tent: D and F Major in the treble alues learnt. and F Major treble and bass thm making use of the note	music played by of ndian, popular music all works, solo instruents of music (dy hese mentioned.  • Creating an event using	thers. sic). rumental works.	r a product or usic.	Content is made up of activities in learners' valiteracy) based on all theoretical work done NB: Classroom discuss reflection using music ideas on individual an Appreciation for polisis skills acquired.  Rehearsal towards poduring past 8 weeks. Performance skills, autheatre etiquette.  Formal Practical Performance of the polisis of the policy of the polisis of the policy of the polisis of the	Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.  Formal Practical Performance: individual and /or groups 50 marks  Formal Written Assessment focussing on music literacy covered during term 3 and 4. 50 marks  Cognitive levels: Lower order: 30% Middle order: 40%		
Requisite pre- knowledge Resources (other than textbook) to enhance	The basic elements and theory of music which were taught in previous terms: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)  Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.  Lesson Plans: <a href="https://bit.ly/3k7lRS2">https://bit.ly/3k7lRS2</a>							Equal weighting betw written assessment.  Recommendation: ex to assess practical and	am slot on time table			
Informal assessment; remediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. Observation, side coaching and direction by teacher to continuously improve technique. Peer assessment on creating musical performances. Rehearsal, directing by teacher and peers towards polished Music performance  Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.  Peer assessment on creating musical performances.  Observation, side coaching and direction by teacher to continuously improve technique. eacher to continuously improve technique.											
SBA (Formal Assessment)	, , , , , , , , , , , , , , , , , , , ,	1		1		Formal Written Q	uestion paper foc		ractical performance: inciteracy covered through			