

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 9 Creative Arts: Music 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 | Baseline Assessment | Baseline Assessment | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Formal Practical Assessment | Formal Practical Assessment | |
| Concepts, skills and values | <p>♪ Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs of social significance.</p> <p>♪ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♪ Important to note that reference to basic knowledge like letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) should be made in all weeks across the term. Whenever working with sheet music or listening to music, always refer to all of these mentioned.</p> | | | | | | | | <p>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</p> | | |
| | <p>Duration</p> <ul style="list-style-type: none"> Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. Consolidation of 2/4, 3/4, 4/4, 6/8. <p>Music terminology Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo.</p> <p>Pitch Consolidation of the construction of the major scale: C, G, D and F major.</p> | <p>Duration</p> <ul style="list-style-type: none"> Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet. Consolidation of 2/4, 3/4, 4/4, 6/8. <p>Music terminology Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo.</p> <p>Pitch Consolidation of the construction of the major scale: C, G, D and F major.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -Strings</p> | <p>Pitch</p> <ul style="list-style-type: none"> Ledger lines Intervals on i, iv and v (closed position) <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: – Strings – Woodwind</p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • solo vocal works</p> | <p>Pitch Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - Woodwind</p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • solo instrumental works</p> | <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - Brass</p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • choral works</p> | <p>Music terminology Tempo: allegro; andante, allegretto, largo.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - Brass</p> <p>Group or solo performances from the standard repertoire of Western/ African/ Indian/popular musical styles: • group instrumental works</p> | <p>Music terminology Articulation: legato, staccato.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -Percussion</p> <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given. | <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - Percussion</p> <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> 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 | 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). https://bit.ly/2JBzAFj Lesson Plans: https://bit.ly/37WLphE | | | | | | | | | | |
| 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. | | | Observation, side coaching and direction by teacher to continuously improve technique. | | | 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, diagrams, etc. |
| SBA (Formal Assessment) | Formal Assessment Task: Listening activity 50 marks | | | | | | | | | | |

| 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 | 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 | Formal Practical and Written Assessment |
| Concepts, skills and values | <p>♫ Start every week’s class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p>♫ Develop the ability to sing in tune through a repertoire of songs from the standard repertoire of Western/African/Indian/popular music</p> <p>♫ Music literacy should be explored through the songs and instrumental pieces that learners perform and their active listening to music played by others.</p> <p>♫ Encourage active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♫ A variety of musical styles for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</p> <p>♫ Important to refer to basic knowledge like letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.). These should be addressed in all weeks across the term – whenever working with sheet music, always refer to all these mentioned.</p> <p>♫ Repetition of content across terms allows for enriched, extended and creative teaching.</p> | | | | | | | | | | <p>GUIDELINES FOR MID-YEAR EXAMINATIONS</p> <p>Content is made up of notes, reflections, activities in learners’ workbooks (Music Literacy) based on all the practical and theoretical work done during term 1 and 2.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances.</p> <p>Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p>Formal Practical Performance: individual and /or groups 50 marks</p> <p>Formal Written Assessment focussing on music literacy covered during term 1 and 2. 50 marks</p> <p>Cognitive levels: Lower order: 30%; Middle order: 40%; Higher order: 30%</p> <p>Equal weighting between practical and written assessment.</p> |
| | <ul style="list-style-type: none"> 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. 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. | <ul style="list-style-type: none"> Key signatures of C, G, D and F Major. Ledger lines 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. | <ul style="list-style-type: none"> Key signatures of C, G, D and F Major. Intervals 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. | <ul style="list-style-type: none"> Key signatures of C, G, D and F Major. Triads on I, IV and V (close position). 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. | <ul style="list-style-type: none"> Listening to one of the following styles: Reggae, Kwaito, R&B, African Jazz. Write own impression of the music focusing on the artist/s. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 instruments and voices. Creating own music in group and solo context: Adding music to words (two lines). | <ul style="list-style-type: none"> 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 the story of the music/lyrics. Creating own music in group and solo context: adding music to words (two lines). | <ul style="list-style-type: none"> Creating own music in group and solo context: adding music to words (two lines). | | |
| Requisite pre-knowledge | 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) | | | | | | | | | | <p>Recommendation: exam slot on time table to assess practical and theory examination.</p> |
| Resources to enhance learning | Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. Lesson Plans: https://bit.ly/39BuXGc | | | | | | | | | | |
| 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 | | | | | | | | | | Preparation towards practical activity. |
| | 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. | Peer assessment on creating musical performances. | Observation, side coaching and direction by teacher to continuously improve technique. | | | | | | |
| SBA (Formal Assessment) | Formal Practical performance: individual and /or groups. 50 marks | | | | | | | | | | <p>Formal Written Exam focussing on music literacy covered throughout the term. 50 marks</p> |
| | Formal Written Exam focussing on music literacy covered throughout the term. 50 marks | | | | | | | | | | |

| 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 | 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 | Formal Practical Assessment | | |
| Concepts, skills and values | <p>♪ Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs from the standard repertoire of Western/African/Indian/popular music.</p> <p>♪ Music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♪ Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♪ A variety of musical styles for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</p> <p>♪ Important to note that reference to basic knowledge like letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) should be made in all weeks across the term. Whenever working with sheet music, always refer to all these mentioned.</p> <p>♪ Repetition of content across terms, allows for enriched, extended and creative teaching.</p> | | | | | | | | | | Formal Practical Assessment Task (FAT): Group performance by singing along with one of choruses or solo parts from a musical. Adding dynamics, rhythmical improvisation and available instrumental accompaniment. (melodic and/or percussion) 50 marks | |
| | <ul style="list-style-type: none"> 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. 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 excerpts 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 style="list-style-type: none"> Key signatures of C, G, D and F Major. Ledger lines 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 excerpts 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 style="list-style-type: none"> Key signatures of C, G, D and F Major. Intervals 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 excerpts 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 style="list-style-type: none"> Key signatures of C, G, D and F Major. Triads on I, IV and V (close position). 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 excerpts 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 style="list-style-type: none"> Listen to excerpts 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 style="list-style-type: none"> Listen to excerpts 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). | <ul style="list-style-type: none"> Listen to excerpts 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). | | | | | |
| | Requisite pre-knowledge | 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) | | | | | | | | | | |
| | Resources to enhance learning | Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. Lesson Plans: https://bit.ly/36nNNPa | | | | | | | | | | |
| 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 | | | | | | | | | | Preparation towards practical activity. | |
| | Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | Observation, side coaching and direction by teacher to continuously improve technique. | | |
| SBA (Formal Assessment) | Formal Practical Assessment Task: 50 marks | | | | | | | | | | | |

| Term 4 47 days | Week 1 05 – 08 Oct (4 days) | Week 2 11 - 15 | Week 3 18 – 22 | Week 4 25 - 29 | Week 5 01 – 05 Nov | Week 6 08 – 12 | Week 7 15 – 19 | Week 8 22 – 26 | Week 9 29 Nov – 03 Dec | Week 10 06 – 08 Dec (3 days) |
|---|---|--|--|---|---|---|-------------------|---|--|------------------------------------|
| CAPS topic | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | Music literacy Music listening Performing and creating music | | Formal Practical and Written Assessment | | |
| Concepts, skills and values | <p>♪ Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs from the standard repertoire of Western/African/Indian/popular music.</p> <p>♪ Music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♪ Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♪ A variety of musical styles for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</p> <p>♪ Important to note that reference to basic knowledge like letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) should be made in all weeks across the term. Whenever working with sheet music, always refer to all these mentioned.</p> <p>♪ Repetition of content across terms, allows for enriched, extended and creative teaching.</p> | | | | | | | | <p>GUIDELINES FOR MID-YEAR EXAMINATIONS</p> <p>Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during term 3 and 4.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p>Formal Practical Performance: individual and /or groups 50 marks</p> <p>Formal Written Assessment focussing on music literacy covered during term 3 and 4. 50 marks</p> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p> <p>Equal weighting between practical and written assessment.</p> | |
| | Revision and applying of content: | Revision and applying of content: | Revision and applying of content: | <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. • Discussion of the National Anthem reflecting on the following: - The contributors to the anthem - The meaning of the text of the anthem. | <ul style="list-style-type: none"> • Creating an advertisement for a product or event using own lyrics and music. | <ul style="list-style-type: none"> • Creating an advertisement for a product or event using own lyrics and music. | | | | |
| | <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. | <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. | <ul style="list-style-type: none"> • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt. • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt. • Ledger lines. • Intervals. • Triads. • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming. | | | | | | | |
| Requisite pre-knowledge | 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) | | | | | | | | | |
| Resources (other than textbook) to enhance learning | Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. Lesson Plans: https://bit.ly/3k7IRS2 | | | | | | | | | |
| 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. | 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. | | | | |
| SBA (Formal Assessment) | <p style="text-align: right;">Formal Assessment</p> <p style="text-align: right;">Formal Practical performance: individual and /or groups</p> <p style="text-align: right;">Formal Written Question paper focussing on music literacy covered throughout the term. 50 marks</p> | | | | | | | | | |