

# 2021 Annual Teaching Plan – Term 1: VISUAL ARTS: Grade 11

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	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2
Core Concepts, Skills and Values	Catch up – Visual literacy	Catch up – Visual Literacy	Theme 1: Overview of the 19 <sup>th</sup> Century Neo-Classicism - David	Theme 1: Overview of the 19 <sup>th</sup> Century Romanticism Delacroix	Theme 1: Overview of the 19 <sup>th</sup> Century Romanticism - Constable & Turner	Theme 1: Overview of the 19 <sup>th</sup> Century Realism – Courbet Daumier	Theme 2: Birth of Modernism - Impressionism overview	Theme 2: Birth of Modernism Impressionism – Manet & Monet	Theme 2: Birth of Modernism Impressionism- Degas/Neo-Impressionism	Consolidation
	<b>Topic 3: Theory - NOTE TO TEACHERS</b> <ul style="list-style-type: none"><li>The first two weeks are set aside for Visual literacy by applying art elements &amp; principles, media, techniques, style, meaning, etc. to specific artworks.</li><li>Teachers may choose <b>5 of the eight themes</b> and at least two artists with specific artworks from each theme. (Teacher should not do more than 6)</li><li>For this teaching plan, certain themes and artists have been chosen, <b>BUT</b> teachers must feel free to make their own selection of themes.</li><li>In this teaching plan under the various themes certain artists have been suggested, but teachers can make their own choices on the studied artists in each theme.</li><li>Selection of themes should be based on the context of the school</li><li>Whatever the theme chosen to be studied, teachers need to follow a similar week-by-week plan.</li></ul>							Theme 1. Theme 2. Theme 3. Theme 4. Theme 5. Theme 6. Theme 7. Theme 8.	Overview of 19th century Birth of Modernism Early 20th Century Architecture Between the Wars Survey of post-1945 New Media The Artworld	
	<b>Topic 1 &amp; 2: Practical</b> <b>TASK 1</b> – Topic 1 (Conceptualising) and <b>TASK 6/ PAT Artwork 1</b> – Topic 2 (Artwork) Teacher decide on theme in the specialised practical option and provide learners with a pacesetter and mini-deadlines Carefully consider the theme to allow for skills building e.g. drawing and specialised option technical skills, as well as the opportunity for self-expression and creativity. The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)									
Requisite Pre-Knowledge	<b>PRACTICAL:</b> Advantaged technical skills in specialised option and ability to conceptualise ideas based on the practical theme; knowledge of materials and techniques; self-expression and content. These must be specifically addressed in the Grade 11 Practical Tasks e.g. concept development, skill building (drawing and in the specialised option), creativity, etc.  <b>THEORY:</b> Visual Analysis Skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks/ Knowledge of Grade 10 content. Teachers will identify the ‘gaps’ resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.									
Resources (other than textbook) to enhance learning	<b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material <b>THEORY:</b> PowerPoints, art videos, trips to art galleries and museums									
Informal Assessment	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners’ progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.									
SBA (Formal Assessment)	<b>TASK 1: Theory Test</b> The test must include: <ul style="list-style-type: none"><li>Visual literacy questions</li><li>Work studied</li></ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour <b>50 Marks</b>					<b>TASK 2: Conceptualising (Topic 1)</b> Learners should visually tell the ' <b>story</b> ' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their <b>individuality</b> and <b>creativity</b> as a visual art learner. <b>100 Marks</b>				

Term 2 51 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April	Week 3 28 -30 April (3 days)	Week 4 3 - 7 May	Week 5 10 - 14 May	Week 6 17 -21 May	Week 7 24 - 28 Mei	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June
<b>CAPS Topic</b>	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical Topic 3: Theme 3	Topic 1 & 2: Practical
<b>Core Concepts, Skills and Values</b>	Theme 2: Birth of Modernism Post-Impressionism: Cezanne	Theme 2: Birth of Modernism Post-Impressionism – Van Gogh	Theme 2: Birth of Modernism Post-Impressionism - Gauguin	Consolidation	Theme 3: Early 20th Century (Theme 3); Fauvism	Theme 3: Early 20th Century (Theme 3): Die Brücke & Der Blaue Reiter	Theme 3: Early 20th Century (Theme 3): Cubism	Theme 3: Early 20th Century (Theme 3): Cubism	Theme 3: Early 20th Century (Theme 3): Futurism	Consolidation	
	<b>Topic 1 &amp; 2: Practical</b> <b>TASK 4 – Topic 1</b> (Conceptualising) and <b>TASK 6/ PAT: Artwork 2</b> -Topic 2 (Artwork) Teacher decide on theme in the specialised practical option and provide learners with a pacesetter and mini-deadlines for sourcebook and artwork. The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)										
<b>Requisite Pre-Knowledge</b>	<b>PRACTICAL:</b> Advantaged technical skills in specialised option and ability to conceptualise ideas based on the practical theme; knowledge of materials and techniques; self-expression and content. These must be specifically addressed in the Grade 11 Practical Tasks e.g. concept development, skill building (drawing and in the specialised option), creativity, etc.  <b>THEORY:</b> Visual Analysis Skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks/ Knowledge of Grade 10 content. Teachers will identify the 'gaps' resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.										
<b>Resources (other than textbook) to enhance learning</b>	<b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material <b>THEORY:</b> PowerPoints, art videos, trips to art galleries and museums										
<b>Informal Assessment</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
<b>SBA (Formal Assessment)</b>	<b>TASK 3: Test</b> The test must include: <ul style="list-style-type: none"> <li>Visual literacy questions</li> <li>Work studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour <b>50 Marks</b>					<b>TASK 4: CONCEPTUALISATION - Topic 1 (Sourcebook)</b> Learners should visually tell the ' <b>story</b> ' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their <b>individuality</b> and <b>creativity</b> as a visual art learner. <b>100 Marks</b>					

Term 3 52 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April	Week 3 28 -30 April (3 days)	Week 4 2 - 6 August	Week 5 10 - 13 August (4 days)	Week 6 16 - 20 August	Week 7 23 -27 August	Week 8 30 August – 3 September	Week 9 - 11	Week 23 September	Week 11
CAPS Topic	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical Topic 3: Theme 6	Topic 1 & 2: Practical
Core Concepts, Skills and Values	Theme 5: Between the Wars Dada - Duchamp	Theme 5: Between the Wars Surrealism – Miro & Dali	Theme 5: Between the Wars Frida Kahlo	Consolidation	Theme 6: A Survey of post-1945 (Theme 6): Abstract Expressionism	Theme 6:A Survey of post-1945 (Theme 6): Pop Art	Theme 6: A Survey of post-1945 (Theme 6): Superrealism	Theme 6: A Survey of post-1945 (Theme 6): Op Art & Minimalism	Theme 6: A Survey of post-1945 (Theme 6): Neo-Expressionism	Consolidation	Consolidation
	<b>Topic 1 &amp; 2: Practical</b> <b>TASK 6</b> – Learners have completed the two artworks during terms 1 & 2. This term they should use the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. To express creativity and self-expression, learners can do more works relating to two themes they have investigated.										
	<b>TASK 7 - END OF YEAR EXAM – PAPER 2 TOPIC 1 CONCEPTUALISATION</b> Teacher sets the brief. Introduce a practical theme that encourages pupils to experiment with materials widely, gaining confidence with a variety of materials. <b>50 Marks</b>										
Requisite Pre-Knowledge	<b>PRACTICAL:</b> Advantaged technical skills in specialised option and ability to conceptualise ideas based on the practical theme; knowledge of materials and techniques; self-expression and content. These must be specifically addressed in the Grade 11 Practical Tasks e.g. concept development, skill building (drawing and in the specialised option), creativity, etc.  <b>THEORY:</b> Visual Analysis Skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks/ Knowledge of Grade 10 content. Teachers will identify the 'gaps' resulting from the loss of content time in Grade 10 and fill in the loss content as it occurs in the study of the Grade 11 studied themes.										
Resources (other than textbook) to enhance learning	<b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material <b>THEORY:</b> PowerPoints, art videos, trips to art galleries and museums										
Informal Assessment	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
SBA (Formal Assessment)	<b>TASK 5</b> <b>Theory Test</b> The test must include: <ul style="list-style-type: none"> <li>Visual literacy questions</li> <li>Work studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour <b>50 Marks</b>										

Term 4 47 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October	Week 3 18 - 22 October	Week 4 25 - 29 October	Week 5 1 – 5 November	Weeks 6 – 10 8 November – 5 December End of the Year
CAPS Topic	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	<b>TASK 6: PAT (Retrospective Exhibition) – 100 Marks (weighting 20%)</b> <ul style="list-style-type: none"><li>Grade 11: The artworks (Topic 2) from the two Practical tasks are compulsory.</li><li>Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, <b>learners may exhibit more works that provides evidence of this process</b> e.g. work done on their own.</li><li>The sourcebook/s, although already assessed, must be displayed.</li><li>The retrospective exhibition need not be a physical exhibition, but can take the form of a catalogue, Power Point presentation, online portfolio, etc.</li></ul>
Core Concepts, Skills and Values	Revision on studied themes	Revision on studied themes	Consolidation: Visual Literacy	Consolidation: Visual Analysis with focus on styles	Revision and preparation: Practice questions from past papers	
Requisite Pre-Knowledge	By this stage of the year, pupils have been exposed to different art movements up to contemporary art. The study of the different movement should sensitise pupils to the stylistic characteristics of each movement and how they relate to the context in which they are produced. Formal analysis and characteristics of the styles are critical in the revision process.					
Resources (other than textbook) to enhance learning	<b>PRACTICAL:</b> According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material <b>THEORY:</b> PowerPoints, art videos, trips to art galleries and museums					<b>PAPER 2: TASK 7 -100 Marks (weighting 10%)</b> <b>Topic 1: Completed in third term</b> <b>Topic 2:</b> Learners will create the artwork based on the conceptualisation done in Term 3 (Sourcebook) Completed during contact time (Maximum 24-hours)  <b>PAPER 1: TASK 7 - Theory - 50 Marks (weighting 10%)</b> Theme 1: Overview of 19th century Theme 2: Birth of Modernism Theme 3: Early 20th Century Theme 4: Architecture Theme 5: Between the Wars Theme 6: Survey of post-1945 Theme 7: New Media Theme 8: The Artworld
Informal Assessment	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.					
SBA (Formal Assessment)	Task 1 (50 Marks) + Task 2 (100 Marks) + Task 3 (50 Marks) +Task 4 (100 Marks) + Task 5 (50 Marks) = 350 converted to <b>100 Marks for a weighting of 60%</b>					
						<b>The promotion weightings for Grade 11:</b> SBA = 60% PAT = 20% Test = 20% (P1 theory = 10% and P2 practical = 10%)