

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## LIFE SKILLS GRADE 5

**Implementation: June 2020**



# Presentation Outline

1. Purpose

2. Amendments to the Content Overview for the Phase;

3. Amendments to the Annual Teaching Plan;

4. Amendments School Based Assessment (SBA)

5. Conclusion



# 1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Life Skills, Grade 5** for implementation in June 2020 as stipulated in **Circular No S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# 1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



## **2. Amendments to the Content Overview for the Phase**

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 4	Grade 5	Grade 6
<b>Development of the self</b>	<ul style="list-style-type: none"> <li>Personal strengths</li> <li>Respect for own and others' bodies</li> </ul> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Emotions: understanding a range of emotions</p> <ul style="list-style-type: none"> <li>Personal experience of working in a group</li> <li>Bullying: appropriate responses to bullying</li> </ul>	<ul style="list-style-type: none"> <li>Positive self-concept formation</li> <li>Receiving and giving feedback</li> <li>Coping with emotions</li> <li>Relationships with peers, older people and strangers</li> </ul>	<ul style="list-style-type: none"> <li>Positive self-esteem: body image</li> <li>Abilities, interests and potential</li> <li>Peer pressure</li> <li>Problem solving skills in conflict situations</li> <li>Self-management skills (Hands washing, wearing mask, sanitize Social/ Physical distancing, regular cleaning of your work station).</li> <li>Bullying: getting out of the bullying habit</li> </ul>



# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 4	Grade 5	Grade 6
<b>Health and environmental responsibility</b>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Dangers in and around water: home and public swimming pools, rivers and dams</p> <ul style="list-style-type: none"> <li>• Traffic rules relevant to road users: pedestrians and cyclists</li> <li>• Personal and household hygiene</li> <li>• Dietary habits of children</li> <li>• Healthy environment and personal health: home, school and community</li> <li>• HIV and AIDS education: basic facts</li> </ul> <p>Risks of COVID -19 on people with chronic diseases</p> <p>Transmission of the virus- COVID 19</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Safety measures at home and the environment</p> <ul style="list-style-type: none"> <li>• Water as an important basic need</li> <li>• Healthy eating for children</li> <li>• Local environmental health problems</li> <li>• HIV and AIDS education: dealing with stigma</li> <li>• Substance abuse</li> </ul>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Basic first aid in different situations Communicable diseases including COVID-19</p> <ul style="list-style-type: none"> <li>• Food hygiene</li> <li>• HIV and AIDS and COVID-19 education: myths and realities</li> </ul> <p>Risks of COVID -19 on people with chronic diseases</p> <p>Transmission of the virus- COVID 19</p>

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 4	Grade 5	Grade 6
<b>Social responsibility</b>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Children's rights and responsibilities</p> <ul style="list-style-type: none"> <li>• Cultures and moral lessons</li> <li>• Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion</li> </ul> <ul style="list-style-type: none"> <li>- Closing of places of worship during lockdown</li> <li>- New norm when places of worship re-open</li> </ul>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Concepts: discrimination, stereotype and bias</p> <ul style="list-style-type: none"> <li>• Child abuse</li> <li>• Dealing with violent situations</li> <li>• Issues of age and gender</li> <li>• Festivals and customs of a variety of religions in South Africa</li> </ul>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>The dignity of the person in a variety of religions in South Africa</p> <ul style="list-style-type: none"> <li>• Cultural rites of passage</li> <li>• Caring for animals</li> <li>• Caring for people</li> <li>• Nation-building and cultural heritage</li> <li>• Gender stereotyping, sexism and abuse</li> </ul>





# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 4	Grade 5	Grade 6
<b>Physical Education</b>	<p>Participation in rhythmic movements with focus on posture.</p> <p>Safety measures during rhythmic movements.</p> <p>Movement performance in rhythmic movements with focus on posture.</p>	<p>Participation in rhythmic movements with focus on posture and style.</p> <p>Safety measures relating to rhythmic movements.</p> <p>Movement performance in rhythmic movements with focus on posture and style.</p>	<p>Participation in rhythmic patterns of movement with co-ordination and control.</p> <p>Safety measures relating to rhythmic patterns of movement.</p> <p>Movement performance in rhythmic patterns of movement with coordination and control.</p>

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 4	Grade 5	Grade 6
<b>Physical Education</b>	<p>Participation in basic field and track athletics or swimming activities.</p> <p>Safety measures during athletic or swimming activities.</p> <p>Movement performance in basic field and track athletics or swimming activities.</p>	<p>Participation in a variety of field and track athletics or swimming activities.</p> <p>Safety measures during field and track athletics or swimming activities.</p> <p>Movement performance in a variety of field and track athletics or swimming activities</p>	<p>Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities.</p> <p>Safety measures relating to sequenced movement activities.</p> <p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p>



# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Visual Art	Grade: 4	Grade 5	Grade 6
<p><b>Topic 1: Create in 2D</b></p>	<ul style="list-style-type: none"> <li>Themes interpreting the personal and social world using 2-dimensional techniques that encourage manipulation of media, colour mixing, and problem-solving.</li> <li>Art elements: formal teaching of the art elements, such as line, shape, secondary and related colour, tints and shades.</li> <li>Design principles: formal teaching of contrast and proportion.</li> <li>Creative lettering and/or pattern-making projects: shape, line, colour, texture, drawing, cutting and sticking shapes in series.</li> </ul>	<ul style="list-style-type: none"> <li>Extend themes to include local environment; develop techniques.</li> <li>Formal introduction to complementary colour, develop use of all art elements.</li> <li>Introduce emphasis and further develop use of design principles.</li> <li>Lettering and/or pattern-making projects as surface decoration.</li> </ul>	<ul style="list-style-type: none"> <li>Extend to include national environment; further develop use of media and techniques.</li> <li>Formal introduction to monochromatic colour, further develop use of all art elements.</li> <li>Introduce conscious use of balance, and further develop use of design principles.</li> <li>Lettering and/or pattern-making: include radiating patterns; awareness of composition.</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Visual Art	Grade: 4	Grade 5	Grade 6
<p><b>Topic 2: Create in 3D</b></p>	<ul style="list-style-type: none"> <li>• Themes interpreting the personal and social world using 3-dimensional techniques that encourage manipulation of media and awareness of shape in space.</li> <li>• Art elements: texture, shape/ form and colour.</li> <li>• Design principles: contrast, proportion.</li> <li>• Skills and techniques for 3D work</li> <li>• Use of tools: safety, consideration of others, shared resources.</li> <li>• Concern for the environment: use of recyclable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend to include local environment; develop techniques; deepen awareness of personal use of space</li> <li>• Increase conscious use of all art elements.</li> <li>• Introduce emphasis and further develop use of design principles.</li> <li>• Care of tools.</li> <li>• Awareness and value of recycling.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend to include national environment; further develop use of media and techniques; properties of 3-dimensional work</li> <li>• Deepen and extend conscious use of all art elements.</li> <li>• Introduce conscious use of balance, and further develop use of design principles.</li> <li>• Responsibility for shared space and tidiness.</li> <li>• Intentional choice of recyclable materials.</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

<b>Creative Arts: Visual Art</b>	<b>Grade: 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Topic 3: Visual Literacy</b>	<ul style="list-style-type: none"><li>• Develop visual literacy: encourage understanding of own world by expressing in words: description of own and others' artwork, visual stimuli, popular culture and famous artworks; incorporate art elements and design principles.</li><li>• Apply learning to own work</li></ul>	<ul style="list-style-type: none"><li>• Introduce local environment and deepen awareness of art elements and design principles in visual stimuli.</li><li>• Apply and identify in own work</li></ul>	<ul style="list-style-type: none"><li>• Introduce national environment and extend range and observation of art elements and design principles: contrast, proportion, emphasis, balance and unity.</li><li>• Apply, identify and personally interpret in own work</li></ul>

# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Performing Arts	Grade: 4	Grade 5	Grade 6
<p><b>Topic 1: Warm up and play</b></p>	<ul style="list-style-type: none"> <li>• Revision and consolidation of Terms 1-3</li> <li>• Physical warm up and relaxation exercises.</li> <li>• Vocal/singing warm ups.</li> <li>• Posture/ concentration/ focus/ trust and listening games.</li> <li>• Clapped rhythms and body percussion in unison and canon songs.</li> <li>• Rhythm/Musical games (contrasting rhythm patterns, number songs and rhymes)</li> <li>• <a href="http://ecolebooks.com">DOWNLOAD MORE RESOURCES LIKE THIS ON ECOLEBOOKS.COM</a></li> </ul>	<ul style="list-style-type: none"> <li>• Revision and consolidation of Terms 1-3</li> <li>• Physical warm ups for strength and flexibility (including spinal rolls).</li> <li>• Vocal warm ups (including strengthening articulation through rhymes and tongue twisters).</li> <li>• Posture/ concentration/ focus/ trust and listening games.</li> <li>• Call and response games.</li> <li>• Singing warm ups (traditional &amp; SA songs: unison, canon, two-part harmony, call and response)</li> <li>• Cool downs.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and consolidation of Terms 1-3</li> <li>• Physical warm up and relaxation exercises (spinal warm up, body part isolations, floor work, knee bends and rises, jumps and leaps, flexibility, etc.).</li> <li>• •Vocal/singing warm ups (breath control exercises, etc.)</li> <li>• Posture/ concentration/ focus/ trust and listening games.</li> <li>• Singing warm ups (traditional &amp; SA songs: unison, canon, two-part harmony, call and response)</li> <li>• Cool downs.</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Performing Arts	Grade: 4	Grade 5	Grade 6
<p><b>Topic 2: Improvise and create</b></p>	<ul style="list-style-type: none"> <li>Locomotor and non-locomotor movements.</li> <li>Movement responses to sound pictures / different types of music.</li> <li>Mime using imagery objects, etc.</li> <li>Physical shapes using gesture, etc.</li> <li>Tableaux (frozen pictures) in response to locations/themes.</li> <li>Rhythm patterns of different note values using body percussion and/or percussion instruments.</li> <li>Sound pictures, melodies and rhythms, to enhance the mood of tableaux.</li> </ul>	<ul style="list-style-type: none"> <li>Movement responses to sound pictures / different types of music.</li> <li>Short music piece, combining a number of instruments including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue.</li> <li>Mime actions using the five senses.</li> <li>Short Dance/Drama improvisation reflecting a mood related to a social, cultural or environmental issue.</li> </ul>	<ul style="list-style-type: none"> <li>Short dialogues/ movement sequences/ musical pieces exploring conflict.</li> <li>Short story inspired by listening to a piece of music.</li> <li>Short dialogues/ movement sequences/ musical pieces exploring conflict.</li> <li>Movement sequences using elements of dance and combinations of movements.</li> <li><b>OPTIONAL: PUPPETRY</b></li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Performing Arts	Grade: 4	Grade 5	Grade 6
<p><b>Topic 3: Read, interpret and perform</b></p>	<ul style="list-style-type: none"> <li>Building a drama from a stimulus.</li> <li>Create a soundtrack using body percussion/self-made instruments for the drama (consider dynamics, pitch, timbre and tempo).</li> </ul>	<ul style="list-style-type: none"> <li>Short Dance/Drama presentation reflecting a mood related to a social, cultural or environmental issue – use short piece of music in above presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated performance by selecting a ritual/ceremony/ dance.</li> <li><b>OPTIONAL: PUPPETRY</b></li> </ul>



# Summary: Amendments to the Content Overview for the Phase

Creative Arts: Performing Arts	Grade: 4	Grade 5	Grade 6
<p><b>Topic 4: Appreciate and reflect</b></p>	<ul style="list-style-type: none"> <li>• Reflect on own and other's performances and processes.</li> <li>• Use simple CA terminology.</li> <li>• Reflect on two different types of SA dramas/cultural rituals and ceremonies/dances/music.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on own and other's performances and processes.</li> <li>• Use simple CA terminology.</li> <li>• Reflect on two different types of SA dances/music (Pop, Kwaito, and Traditional, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on own and other's performances and processes.</li> <li>• Use simple CA terminology.</li> <li>• Reflect on two different types of SA dramas/cultural rituals and ceremonies/dances/music.</li> </ul>

# **3. Amendments to the Annual Teaching Plan**

# Summary: Reorganisation of content topics

- Content within which Covid-19, hygiene, and psychosocial issues can be infused then brought forward to Term 2;
- Hygiene principles integrated within the content wherever possible;
- Covid-19 issues integrated within the content wherever possible;
- Self-management and self-study skills integrated within the content wherever possible;

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# Summary: Content/Topics

Content/Topics	Term	Amendment
<p><b>Health and Environmental Responsibility:</b>  <b>Communicable diseases</b> such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.</p>	<p>The content has been moved from term 4 <b>weeks 5-7</b> to term 2 week <b>1-2</b></p>	<p>Content relevant to address the Covid_19 because pandemic could be easily infused in the topic.</p>
<p><b>Health and Environmental Responsibility</b>  <b>Food hygiene:</b>                      Safe and harmful ingredients</p>	<p>The content has been moved from term 4 <b>weeks 2-4</b> to term 2 <b>week</b></p>	<p>The content is relevant to the Covid -19 issues.</p>
<p><b>Health and Environmental Responsibility</b>  <b>HIV and AIDS education:</b> myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS</p>	<p>The content has been moved from term 4 <b>week 8</b> to term 2 <b>week 5-6</b></p>	<p>The content is relevant to the Covid-19 issues.</p>

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<p><b>Development of the Self</b>  <b>Bullying:</b> reasons for bullying</p> <ul style="list-style-type: none"> <li>Getting out of the bullying habit: where to find help</li> </ul>	<p>The content has been moved from term 2 <b>weeks 3-4</b> to term 3 weeks 1-2</p>	<p>Term 2 content which is relevant in helping learners' deal; with COVID-19 has been moved to the 3rd term. This resulted in the content of term 3 moving to the other terms</p>
<p><b>Social Responsibility</b>  <b>Gender stereotyping, sexism and abuse:</b> definition of concepts</p> <ul style="list-style-type: none"> <li>Effects of gender stereotyping and sexism on personal and social relationships</li> </ul>	<p>The content has been moved from term 3 <b>weeks 8-9</b> to term 4 weeks 2-3</p>	<p>This content would taught in term 4 weeks 2-3 in the place of <b>food hygiene</b> that has been moved to term 3 <b>weeks 8-9</b>.</p>



# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<p><b>Social Responsibility</b> <b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>• Important stages in the individual's life in South African cultures: birth, baptism, wedding and death</li> <li>• Meaning of each stage</li> <li>• Personal and social significance of each stage</li> </ul>	<p>The content has been moved from term 2 <b>weeks 5-7</b> to term 4 weeks 4 -5</p>	<p>This content would taught in term 4 weeks 4 -5 in the place of <b>Communicable diseases</b> that has been moved to term 2 <b>weeks 5-7 to strengthen the awareness of Covid 19.</b></p>
<p><b>Social Responsibility</b> <b>The dignity</b> of the person in a variety of religions in South Africa</p>	<p>The content has been moved from term 2 <b>weeks 8-9</b> to term 4 week 7</p>	<p>This content would taught in term 4 weeks 7 in the place of <b>HIV Aids</b> that has been moved to term 2 <b>weeks 8-9.</b> (Effects of Covid -19 on people who are HIV positive.</p>

# Creative Arts

## Summary: Amendments

### TERM 2:

- Visual Art to be taught during the very challenging Term 2 when schools are settling and finding ways to spilt classes/reorganise timetables to ensure social distancing.
- Only informal formative assessment takes place.

### TERM 3:

- Only (teach) focus on **Visual Art for Formal Assessment**.
- Approximately 7 lessons for Visual Art for Grades 4, 5 and 6.
- Periods will most likely be shortened to account for spilt classes.
- It is most likely that less time would be allocated to Creative Arts, therefore the 'extra' time of Term 2, especially for the Grades 6s would be useful.

### TERM 4:

- Only (teach) focus on **Performing Arts for Formal Assessment**.
- Approximately 7 lessons for Performing Arts for Grades 4, 5 and 6.
- Schools would have most likely have settled and Performing Arts would therefore be a more appropriate choice.
- It is hoped that the COVID curve has flattened by end September / October so that normal classes can continue affordably.



# Summary. Content/Topics Amended

Art Streams	Term	Amendment
<b>Visual Art</b>	Term 4 content integrated into the content of Term 2 and Term 3.	Term 4 content will be replaced with the content on Performing Arts (in Term 4).
<b>Performing Arts: Music, Drama, and Dance</b>	Term 2 and 3 content reduced and integrated in content of Term 4.	Performing Arts will be taught in Term 4.  Visual Arts will be taught in Term 2 and Term 3.

# Summary: Amendment to the weighting of content topics

Study Area	Grade 4	Grade 5	Grade 6
	Hours	Hours	Hours
Personal and Social Well- being	26	28.5	33.5
Physical Education	14	14	14
Creative Arts	24	25.5	28,5
Contact Time	64	68	79
Written Task and PET	6	6	6
Total Hours	70	74	79
Total Weeks	16	18	20

# **4. Amendments School Based Assessment (SBA)**

# Summary: Revised Programme of Assessment

TERM 1	Term 2	Term 3	Term 4
Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)
<b>Formal assessment:</b> <ul style="list-style-type: none"> <li>• Written Tasks ( 30 Marks)</li> <li>• Physical Education (30 Marks)</li> </ul>	Formal Assessment Tasks: None	Formal Assessment Tasks: <ul style="list-style-type: none"> <li>• Project ( 30 Marks)</li> <li>• Physical Education (30 Marks)</li> </ul>	Formal Assessment Tasks: <ul style="list-style-type: none"> <li>• Test (30 Marks)</li> <li>• Physical Education (30 Marks)</li> </ul>
Examination: None	Examination: None	Examination: None	Examination: None



# Summary: Revision Final Examination Structure

- No mid-year and final examinations will be administered throughout the remaining terms.

# Summary: Physical Education Task (PET)

- Physical Education will only take place in Term 3 and 4.
- The Social Distancing Guidelines on adhering to COVID-19 regulations will need to be used and followed for Physical Education.



# Summary: Revised Creative Arts Assessment Task (CAT)

- Participation in both streams will be assessed **informally** through class observation in each term.
- **Visual Arts** CATs (formal assessment) can take the form of any creative task which takes a minimum of 3 periods to complete.
- **Performing Arts** CATs (formal assessment) can be taken from any of the tasks in Topics 2 or 3 for the term, which combine the use of at least TWO of three art forms.
- The Social Distancing Guidelines on adhering to COVID-19 regulations will need to be used and followed for Performing Arts.

# 4. Conclusion



# Conclusion

- Grade 5 learners completed Term 1 in 2020 of schooling before COVID-19 forced the closure of schools;
- The ATP will be implemented during Term 2 on the opening of schools;
- COVID-19 issues were included in the ATP to conscientise learners on the pandemic gripping the whole world; and
- Self-management (self-study skills) and preparation of learners to deal with grief and emotions etc. are dealt with in the ATP.

# Contact Details

Name: CES: J Zitha

Department of Basic Education

Tel: 012 3573685

Email: [Zitha.J@dbe.gov.za](mailto:Zitha.J@dbe.gov.za)

