

# CREATIVE ARTS

## STRENGTHENED CHAPTER 4



# PRESENTATION OUTLINE

- Process in Context
- Modus Operandi
- Summary of submissions
- Current Status
  - Cognitive levels
  - Programme of Assessment
  - Informal Assessment
  - Codes and percentages
  - Examples of recording mark sheets
  - SASAMS Considerations
  - Moderation of Assessment
  - Exemplars of practical assessment instruments



# Process in Context

- Outlined the complexity and legality of the process:
  - **GOVERNMENT GAZETTE 41870, NOTICES 899,**
- High level accountability
- Leading to final gazeting of CAPS and therefore – Law
- High level consultation/ advisory
  - Expertise – inform decision – accept or reject

# Modus Operandi

- Developed a Criteria on which inputs were to be categorized – Colour Coded:
  1. More Tasks = Red
  2. Less Tasks = Green
  3. More Practical and Less Theory = Purple
  4. Less Practical and More Theory = Orange
  5. 50/50 Balance of Practical and Theory = Brown
  6. Satisfied = Pink
  7. General Comments/ Other = Blue

# Summary on Submissions Cont...

## CREATIVE ARTS: SUMMARY OF SUBMISSIONS FOR PUBLIC COMMENTS

Comments	Number	Accepted	Not accepted
<b>BALANCE PRACTICAL &amp; WRITTEN ASSESSMENT</b>	12	YES	
Comment regarding exam grid	1	YES	
Comment in favour of a majority of practical assessment	2		NO
Comment requesting practical assessment for Drama	1		NO
Topic 5			
Request for the addition of assignment brief to the Programme of Assessment	1	YES	
Request for modular assessment	1		NO
Not applicable for Creative Arts	4		

# COGNITIVE LEVELS IN FORMAL ASSESSMENT TASK

COGNITIVE LEVELS FOR SETTING FORMAL ASSESSMENT TASKS			
Cognitive Levels	Action word/ instruction	% of Task	Marks (per cognitive level)
			Grades 7 – 9
Low Order Remembering / Recall	Recall, multiple choice, fill in, match, underline, true/ false statements, name, list, label, identify, describe, define, memorise	30%	15
Medium Order Understanding / Applying	Interpret, apply, analyse, compare, demonstrate, complete, summarise, discuss	40%	20
High Order Analysing / Evaluating / Creating	Create, compose, design, explain, critique, defend, solve, justify, recommend, construct, propose, invent, exhibit	30%	15
Total Marks			50



# New Inputs

- Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be available in the learners' evidence of work (files/workbooks/portfolios/source books/note books etc.). It is important that informal tasks are available as evidence of the process of the learners' journey towards the final product. These tasks are important building blocks in the process towards the final product.
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- **Teachers should administer at least 4 informal formative tasks per art form per term (to a total of a minimum of 8 informal formative tasks per term for the subject, Creative Arts).**
- These informal assessment tasks can include the following: discussions, verbal and written reflections, journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings etc.
- All effort should be made to include activities that would enhance learners' proficiency in languages. The terminology of the specific art form should be taught and continuously be reinforced.

# AN EXAMPLE: DIFFERENT LEVELS OF COGNITION THAT CAN BE INCORPORATED IN AN ASSESSMENT TASK OR EXAMINATION PAPER

	<b>LOW</b> Accessible to all learners who are functioning at the relevant grade.		<b>MEDIUM</b> Accessible to the above average learners		<b>HIGH</b> Accessible to most capable learners	
Question	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Q1						
Q2						
Q3						
Etc.						
Total marks						
Target	30% of paper		40% of paper		30% of paper	



# CREATIVE ARTS PROGRAMME OF ASSESSMENT

	TERM 1		TERM 2		TERM 3		TERM 4	
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Art Form	Art Form 1	Art Form 2	Art Form 1	Art Form 2	Art Form 1	Art Form 2	Art Form 1	Art Form 2
Form/types of assessment	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam
Tool(s) of Assessment	Rubric	Rubric	Rubric & Memo	Rubric & Memo	Rubric	Rubric	Rubric & Memo	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term
Total Marks	50	50	100	100	50	50	100	100
Weighting SBA%/EXAM%	5	5	10	10	5	5	30	30
Content Focus: Knowledge and Skills	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term

# INFORMAL, FORMATIVE TASKS

- Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be recorded in the learners' files/ workbooks. These informal tasks do not have to be formally assessed by the teacher. These tasks are important building blocks in the process towards the final product. These informal assessment tasks to include the following: journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings, audio recordings, checklists etc.

# DANCE (ONE OF TWO ART FORMS)

## EACH ART FORM WILL CARRY A 50% WEIGHTING

### PROGRAMME OF ASSESSMENT: DANCE GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Form/types of assessment</b>	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	100	50	100
<b>SBA%/EXAM%</b>	5	10	5	30
<b>Content Focus: Knowledge and Skills</b>	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	Practical Examination: Group Performance Written Examination Terminology Elements of Dance Safe Dance Warm-up Practice Dance Forms Dance Literacy Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation  As per ATP per term	Practical Examination: Group Performance Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme for formal assessment Written Examination Terminology Elements of Dance Safe Dance Practice Dance Forms Dance Literacy Self-Reflection

# PROGRAMME OF ASSESSMENT: DANCE GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Form/types of assessment</b>	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	100	50	100
<b>SBA%/EXAM%</b>	5	10	5	30
<b>Content Focus: Knowledge and Skills</b>	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	Practical Examination: Group Performance – Social or Popular Dance  Written Examination Terminology Elements of Dance; Safe Dance Practice Dance Forms Dance Literacy Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation  As per ATP per term	Practical Examination: Group Performance – Short group dance showing commitment to the movement, attention to detail, timing and spatial awareness  Written Examination Terminology Elements of Dance Safe Dance Practice Dance Forms Dance Literacy Self-Reflection



# DANCE GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Form/types of assessment</b>	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	100	50	100
<b>SBA%/EXAM%</b>	5	10	5	30
<b>Content Focus: Knowledge and Skills</b>	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	Practical Examination: Group Performance – Social or Popular Dance Written Examination Terminology Elements of Dance Safe Dance Warm-up Practice Dance Forms Dance Literacy Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation  As per ATP per term	Practical Examination: Group Performance Technique Improvisation Group Dance Composition Indigenous Dance Written Examination Terminology Elements of Dance; Safe Dance Practice Dance Forms Dance Literacy

# DRAMA (ONE OF TWO ART FORMS)

## EACH ART FORM WILL CARRY A 50% WEIGHTING

### PROGRAMME OF ASSESSMENT: DRAMA GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	<p>Topic 1 &amp; 2: Classroom drama playmaking/ Improvisation. Process and Performance (group work) As per ATP.</p>	<p>Written Exam All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 5: Careers (terms 1 and 2) Practical Exam Topic 1, 2, 3: Performance of dramatic forms. As per ATP.</p>	<p>Topic 1, 2 Classroom drama playmaking/ improvisation Process and Performance (group work) As per ATP</p>	<p>Written Exam Topic 1, 2, 3: All relevant drama elements (covered through practical and theoretical work during the year) Topic 5: Careers (terms 3 and 4). Practical Exam Performance of dramatic forms. As per ATP.</p>



# DRAMA GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	<p>Topic 1 &amp; 2: Classroom drama playmaking/ Improvisation. Process and Performance (group work)</p> <p>Topic 4: Appreciation &amp; Reflection (terms 1 and 2) As per ATP.</p>	<p>Written Exam All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 4: Appreciation &amp; Reflection (terms 1 and 2) Practical Exam Topic 1, 2, 3: Performance of dramatic forms As per ATP.</p>	<p>Topic 1, 2 Classroom drama playmaking/ improvisation Process and Performance (group work)</p> <p>Topic 4: Appreciation &amp; Reflection  As per ATP</p>	<p>Written Exam All relevant drama elements (covered through practical and theoretical work during the year) Topic 5: Media Practical Exam Topic 1, 2, 3: Performance of dramatic forms. As per ATP.</p>

# PROGRAMME OF ASSESSMENT: DRAMA GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1 & 2: Playmaking/ Improvisation. Process and Performance (group work) As per ATP.	Written Exam All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 5: Media (terms 1 and 2) Practical Exam Topic 1, 2, 3: Performance of dramatic forms. As per ATP.	Topic 1, 2 Playmaking/ improvisation Process and Performance (group work)  Topic 4: Appreciation & Reflection  As per ATP	Written Exam All relevant drama elements (covered through practical and theoretical work during the year) Topic 4: Appreciation & Reflection Practical Exam Topic 1, 2, 3: Performance of dramatic forms. As per ATP.



## EACH ART FORM WILL CARRY A 50% WEIGHTING

### PROGRAMME OF ASSESSMENT: MUSIC GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/group work performance	Written Exam & Practical Exam	Practical Task: Solo and ensemble performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Practical Performance Topic 3: Performing and creating music; breathing exercises, singing a repertoire of songs including National Anthem Of South Africa, folksongs and popular music, creating instrumental music, etc. Integrating Topic 1 and 2 as per ATP	Written Exam Topic 1: Music literacy; music literacy activities including letter names of notes on the treble clef, duration, clapping or drumming short rhythmic phrases. NB: Work done in term 1 should also be included  Practical Exam Topic 3: Performing & Creating Music integrating Topics 1 & 2: as per ATP	Practical Performance Topic 3: Performing and creating music; breathing exercises, singing a repertoire of songs including folksongs (indigenous and cultural songs), rounds and part singing, African drumming, etc. Integrating Topic 1 and 2 as per ATP	Written Exam Topic 1: Music literacy; general music knowledge and music theory including treble and bass clef, letter names of notes on the treble and bass clef, Duration. NB: Work done in term 1-3 to be included.  Practical Exam Topic 3: Performing & Creating Music, integrating Topics 1 & 2 as per ATP

# PROGRAMME OF ASSESSMENT:

## MUSIC GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/group work performance	Written Exam & Practical Exam	Practical Task: Solo/ensemble work performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 3: Performing and creating music; Breathing and technical exercises, singing of socially significant songs, group or solo performances from the standard repertoire of different musical styles: - Choral works - Group instrumental works - Solo vocal works - Solo instrumental works, etc. integrated with Topics 1 and 2 as per ATP	Written Exam Topic 1: Music literacy; music literacy activities including Duration, Pitch, Reading musical notation, musical terminology (Dynamics and tempo). Topic 2: As per ATP NB: work done in term 1 should also be included. Practical Exam Topic 3 Performing and creating Music integrated with Topic 1 and 2	Topic 3: Performing and creating music; Breathing and technical exercises, group or solo performances from different musical styles, Performing musical works that express a personal or social issue. Also refer to ATP	Written Exam Topic 1: Music Literacy; General music knowledge and music theory including Duration, Pitch, musical terminology (tempo and Articulation). NB: work done in term 1-3 should also be included. Practical Exam Topic 3 Performing and creating Music integrated With Topic 1 and 2



# MUSIC GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/ensemble work performance	Written Exam & Practical Exam	Practical Task: Solo/ensemble work performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 3 : Breathing and technical exercises including, group or solo performances, integrated with Topic 1 and 2, as per ATP.	Written Exam Topic 1 Duration and pitch, Key signatures of C, G, D and F Major, ledger lines, Intervals, Triads on I, IV and V (close position), integrating with Topic 2, refer to ATP Practical Exam Topic 3 Performing and Creating Music integrated with Topic 1 and 2	Topic 3 Breathing and technical exercises including; group or solo performances of, popular musical styles: Choral works, group instrumental, works, Solo vocal works, Solo instrumental works, adding music to words of a poem (four lines). Also refer to ATP	Written Exam Topic 3 : Writing the scales, key signatures, ledger lines, intervals, triads, Topic 2 Discussion of the National Anthem per ATP. Practical Exam Topic 3 Performing and Creating Music integrated with Topic 1 and 2

# VISUAL ART (ONE OF TWO ART FORMS)

## EACH ART FORM WILL CARRY A 50% WEIGHTING

### PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Form/types of assessment</b>	Practical Task: Create in 3D: Earthenware figures/African Masks	Written Exam & Practical Exam Visual literacy: Investigation of local Crafter/ Artist /Artwork/ Style Create in 2D	Practical Task Create in 3D: Useful containers using recyclable materials OR Create in 2D: Collage; buildings as heritage	Written Exam & Practical Exam General Visual Literacy knowledge and art theory Create in 2D OR Create in 3D
<b>Tool(s) of Assessment</b>	Rubric	Rubric & Memo	Rubric	Rubric & Memo
<b>Time Allocation</b>	Week 7-10	Week 7-10	Week 7-10	Week 7-10
<b>Date Of Completion</b>	End Of Term	End Of Term	End Of Term	End Of Term
<b>Total Marks</b>	50	100	50	100
<b>SBA%/EXAM%</b>	5	10	5	30
<b>Content Focus: Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Art elements: shape/form, texture</li> <li>Design principles: balance, proportion, emphasis, contrast</li> <li>Modelling techniques: pinching, rolling, joining techniques,</li> </ul>	Written examination <ul style="list-style-type: none"> <li>The role of the artist in society</li> <li>General Visual Literacy knowledge and art theory</li> </ul> Practical Examination Create in 2D: Still life	<ul style="list-style-type: none"> <li>Art elements and design principles,</li> <li>Observational drawing</li> <li>Paper cut collage</li> <li>Emphasis on learners' personal expression and interpretation of architecture</li> </ul>	Written examination General Visual Literacy knowledge and art theory Practical Examination Create in 2D: life drawing OR Create in 3D: change a common recyclable object

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# VISUAL ARTS GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Art form	Visual Arts	Visual Arts	Visual Arts	Visual Arts
Form/types of assessment	Practical Task: Create in 3D: Mythological container	Written Exam & Practical Exam Visual literacy activities Create in 2D OR Create in 3D	Essay/presentation Visual Literacy: Careers in the arts	Written Exam & Practical Exam General Visual Literacy knowledge and art theory Create in 2D
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End of Term	End of Term	End of Term	End of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	<ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Conscious application in crafting,</li> <li>Spatial awareness</li> <li>Modelling techniques</li> </ul>	Written Exam General Visual Literacy knowledge and art theory Practical Exam Create in 2D e.g. social issues in S.A OR Create in 3D e.g.	<ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Description of own and others' artwork</li> <li>Critical thinking and response</li> <li>Careers in the arts and design fields</li> </ul>	Written Exam General Visual Literacy knowledge and art theory Practical Exam Create in 2D e.g. observational projects



# PROGRAMME OF ASSESSMENT: VISUAL ARTS

## GRADE 9

**NB Visual Arts:** The Informal tasks should be adapted to suit individual school contexts and themes should be relevant and be done as a build-up process towards Formal Tasks, i.e. 2D should be done as a concept development towards 3D. Visual Literacy needs to be integrated in all practical activities.

	TERM 1	TERM 2	TERM 3	TERM 4
Art form	Visual Arts	Visual Arts	Visual Arts	Visual Arts
Form/types of assessment	Presentation Visual Literacy: The role of the artist in global society	Written Exam & Practical Exam General Visual Literacy, knowledge and art theory Create in 2D OR Create in 3D	Practical Task: Create in 2D: Personal example of popular culture	Written Exam & Practical Exam: General Visual Literacy knowledge and art theory Create in 2D OR Create in 3D
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	<ul style="list-style-type: none"> <li>Art elements and design principles, use in own work,</li> <li>Role of artist as contributor, observer and social commentator in global society</li> </ul> As per ATP.	Written Exam General Visual Literacy; knowledge and art theory as per ATP. Practical Exam Create in 2D e.g. Still Life / Logo OR Create in 3D e.g. Marquette for S.A. sculpture	<ul style="list-style-type: none"> <li>Art elements and design principles</li> <li>Simple etching techniques,</li> <li>The arts as popular culture</li> </ul> As per ATP.	Written Exam General Visual Literacy knowledge and art theory, as per ATP. Practical Exam Create in 2D e.g. lettering project OR Create in 3D e.g. puppet

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# RECORDING AND REPORTING

- Recording is a process whereby the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress in obtaining the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.
- Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways, such as report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

# CODES AND PERCENTAGES FOR RECORDING AND REPORTING

**NOTE:** The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet and report

Rating Code	Description Of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29





# EXAMPLE OF A RECORDING MARK SHEET WITH TWO ART FORMS.

	Term 1		Total Term 1	%	Term 2		Total Term 2	%	Term 3		Total Term 3	%	SBA Converted to 40	Term 4		Total Term 4	%	EXAM Converted to 60	Final %
	Task 1	Task 2			Task 3	Task 4			Task 5	Task 6				Task 7	Task 8				
	Art form 1	Art form 2			Art form 1: Practical & Written Exam	Art form 2: Practical & Written Exam			Art form 1	Art form 2				Art form 1: Practical & Written Exam	Art form 2: Practical & Written Exam				
Learner	50	50	100		50 + 50 = 100	50 + 50 = 100	200		50	50	100		40	50 + 50 = 100	50 + 50 = 100	200		60	100
1.																			
1.																			
1.																			
1.																			
1.																			

# **The NATIONAL CODES together with EITHER THE DESCRIPTORS or PERCENTAGES OR BOTH**

**The NATIONAL CODES together with EITHER THE DESCRIPTORS or PERCENTAGES OR BOTH should be used for recording and reporting learner performance in Grades 7-9. Comments should be used to qualify learner performance. (NPA: 14)**

## **Please note:**

**The examination mark in Term 2 (June) and Term 4 (November) counts out of 100 per art form, i.e. 50 marks for the practical exam and 50 marks for the written exam.**

**For reporting purposes, one mark that is a total of the marks of the two art forms, is used for Creative Arts.**



# SASAMS CONSIDERATIONS

- **Please note:**
- The examination mark in Term 2 (June) and Term 4 (November) counts out of **100 per art form**, i.e. **50 marks for the practical exam** and **50 marks for the written exam**.
- For **reporting purposes**, **one mark** that is a total of the marks of the two art forms, is used for Creative Arts.

# MODERATION OF ASSESSMENT

- Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.
- Since Senior Phase assessment is school based, it is very important for provincial and national departments to set standards across provinces and across schools.
- Creative Arts moderation should include:
  - cluster standard setting;
  - internal moderation by the school management team;
  - sample face moderation of practical work on site for Grade 7 – 9; and
  - external cluster moderation in Grade 9.
- Standard setting, face moderation and cluster moderation can be conducted by lead teachers or by district / provincial officials.



# GRADE 9 PRACTICAL DANCE FORMAL ASSESSMENT INSTRUMENT

Assessment Criteria	Possible marks	learner 1	learner 2	learner 3	learner 4
<b>Classwork</b>					
• Memory of exercises and movements	5				
• Safe use of the body (posture, alignment, safe landings)	5				
• Fitness (strength, stamina, flexibility)	5				
• Level of complexity reached	5				
<b>Group sequence or dance</b>					
• Quality of movement (coordination, control, musicality, level of complexity, commitment to movement, attention to detail, focus)	5				
• Team work (timing, spatial awareness)	5				
<b>improvisation and choreography</b>					
• Use of dance elements	4				
• Use of composition structures	4				
• Inventiveness	4				
• Confidence in improvising and composing	4				
<b>Working with others</b>	4				
<b>Total marks</b>	<b>50</b>				

# ANNEXURE B: EXAMPLE OF A GRADE 9 PRACTICAL VISUAL ART FORMAL ASSESSMENT INSTRUMENT

Example of a Visual Art assessment instrument assessment Criteria	Possible marks	learner 1	learner 2	learner 3	learner 4
Class work (life drawing)					
• Learner's use of art elements: line, shape, tone	10				
• Learner's exploration of design principles: proportion, emphasis, contrast	10				
• Learner's personal interpretation of the subject	10				
• Learner's exploration of composition: placement within format	10				
• Overall impression of the work: creative interpretation	10				
Total marks	50				



# ASSESSMENT RUBRIC FOR A DRAMA PERFORMANCE

Criteria	10 – 8	6 – 7	4 – 5	1 – 3
<b>Script embraces dramatic elements such as tension, symbols and timing</b>	Outstanding use of dramatic elements.	Good use of dramatic elements.	Fair use of dramatic elements.	Poor use of dramatic elements.
<b>Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Characterisation is convincing</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>Costumes, props, sets, lights contribute to a successful performance</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
<b>The performance captures the theme of the play</b>	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

# FOR MORE INFORMATION CONTACT

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*Thank you!*

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