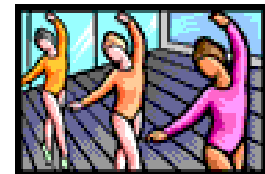
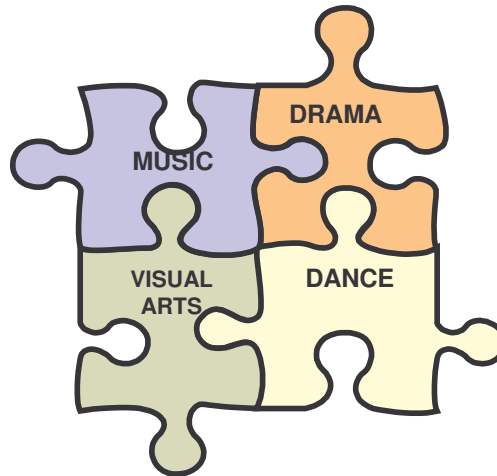
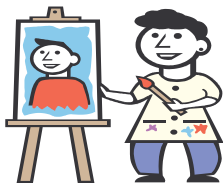




Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ARTS AND CULTURE
INTERMEDIATE AND SENIOR PHASES
EXEMPLAR LESSON PLANS
FOR SECOND TERM



Preamble

This Arts and Culture Intermediate and Senior Phase Exemplar Lesson Plans for Second Term are products of a collaborated effort between Arts and Culture Provincial Curriculum Planning and District Curriculum Advisors. They act as a contribution in the developmental process that is aimed at increasing capacity of Arts & Culture Teachers in effective teaching, learning and assessment of this Learning Area. They also serve as guides towards effective and efficient implementation of National Curriculum Statements (NCS). This therefore means that underpinned in these Exemplar Lesson Plans are principles of NCS. Learning Outcomes and Assessment Standards are therefore cornerstones of these Lesson Plans.

These Exemplar Lesson Plans for Second Term are based on the Term 2 Clusters of Assessment Standards that are in the Provincial Work Schedules for Grades 4-9 contained in the Arts and Culture Provincial Assessment Guidelines, Annexure B1 to B6. These Lesson Plans are therefore not standalones and should be used in conjunction with all relevant Policy Documents and Assessment Guidelines, viz, National Curriculum Statements Grade R-9, National Assessment Guidelines and Provincial Assessment Guidelines.

It should be borne in mind that Arts and Culture deals mainly with four Arts Disciplines which are: Music, Visual Arts, Dance and Drama. Some aspects of Culture are dealt with under the Composite Assessment Standards. Focus has been on Intermediate and Senior Phases including Generic and Additional Assessment Standards in Grades 8 and 9.

These Lesson Plans should be engaged with critically and creatively as they do not reflect “zero defects” or a “one answer” solutions. This encourages all who will be using them to kindly alert the Arts and Culture Curriculum Planning - Intersen should any inconsistencies, highly impractical suggestions or any elements that may detract from the goal of establishing a common approach in effective teaching of this Learning Area.

Further comments, concerns, suggestions and responses may be forwarded through the nearest Arts & Culture District Curriculum Advisor or directly to:

T.G.SONGABE

Arts & Culture Curriculum Planning - INTERSEN

Eastern Cape Department of Education

Steve Tswete Complex

ZWELITSHA

Contact Numbers Cell: 083 324 3395 Fax: 086 560 5046 e-mail: songabe.tamsanqa@edu.ecprov.gov.za

Acknowledgements

The Provincial Curriculum Planning – Intersen acknowledges the hereunder mentioned Arts and Culture District Curriculum Advisors for their contribution towards the development of this document. Without their dedication and commitment this product wouldn't be what it is.

Title	Surname	First name	District	Contact Number
Mr	Pikela	Nkululeko G.	Butterworth	082 575 8243
Ms	Ntunja	Nomaxabiso	Dutywa	083 349 1430
Mr	Pepping	Louis	Lusikisiki	071 946 1984
Ms	Msali	Vuyiswa	Mbizana	083 218 6453
Ms	Petse	Phindiwe P.	Mthatha	073331 9658
Ms	Sethoabane	Ntshupiseng	Mt Fletcher	082 697 7747
Ms	Cilwana	Tandiwe W.	Mt Frere	072 151 6215
Ms	Mayongo	Noxolo	Ngcobo	083 672 0644
Ms	Zilwa	Nomakhwezi	Qumbu	073 487 9340
Ms	Mtoba	Zoliswa	Graaf Reinet	082 898 1859
Ms	Macinwgane	Nyameka	Libode	083 294 4153

Title	Surname	First name	District	Contact Number
Ms	Caga	Lungiswa	Uitenhage	082 200 7193
Mr	Hoko	Bantubonke	Cradock	0797977822
Ms	Nkalitshana	Zukiswa	Sterkspruit	072 111 6824
Ms	Ntyinkala	Nosisi	Cofimvaba	076 851 3044
Ms	Senkubunge	Anne	Queenstown	083 473 5469
Ms	Ntanga	Ntomboxolo	Grahamstown	083 487 1118
Ms	Ntlebi	Nompumelelo	King William's Town	082 762 5726
Dr	De Villiers	Alethea	Port Elizabeth	083 735 3735
Mr	Nomavayi	Vukile	East London	082 343 1171
Ms	Maqungwana	Funeka	Fort Beaufort	078 347 7557

TABLE OF CONTENTS		
NO	CONTENT	PAGE
1.	Intermediate Phase	
2.	Grade 4 Lesson Plans	5
3.	Grade 5 Lesson Plans	14
4.	Grade 6 Lesson Plans	24
5.	Senior Phase	
6.	Grade 7 Lesson Plans	46
7.	Grade 8 Lesson Plans	75
8.	Grade 9 Lesson Plans	85

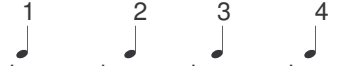

Grade: 4

Term: 2

Lesson : 1

Phase: Intermediate

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development –Creating processes using musical instruments in the environment.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIES TO LEARNING
<p>LO 1:CREATING INTERPRETING AND PRESENTING (CLUSTER 3)</p> <p>MUSIC:</p> <p>AS: Uses voice, body and found or made instruments to explore sounds and silence related to walking, running and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p>AS: Makes in various tone colours, in simple wind instruments such as a Kazoo or Tshikona/ Dinaka pipes, or percussion instruments such as shakers.</p>	<p>ACTIVITY I</p> <p>STEP 1</p> <ul style="list-style-type: none"> The teacher starts the warm up exercises by rubbing his or her hands and all the learners join in. The teacher taps one finger on the palm of the other hand, and then two fingers, three, four and finally claps with the whole hand and all the learners join in. From full clapping the teacher works back down to tapping with one finger only and finally rubs his hands together and the learners join in. The exercise is done by the learners with eyes closed. <p>STEP 2</p> <p>The teacher claps 4 pulse measure and the learners join in. A variety of pulses are clapped by the teacher and the learners e.g. 2,3,5,6 etc. The teacher adds pause within the clapping, stamping and clicking</p> <p>1 2 3 4 1 2 3 4 clap clap clap clap stamp stamp stamp stamp</p> <p>1 2 3 4 Click click click click</p> <p>1 2 3 4 1 2 3 4 Clap pause pause clap stamp stamp pause pause</p> <p>1 2 3 4 Pause pause click click</p>	<p>FORMS</p> <ul style="list-style-type: none"> -Practical demonstration -Arts processes and products -Performances <p>METHODS</p> <ul style="list-style-type: none"> -Teacher -Peer -Group <p>TOOLS</p> <p>Rubric Observation sheet</p>	<p>Learners with physical challenges will play shakers and do clapping.</p>

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development –Creating processes using musical instruments in the environment.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIES TO LEARNING
	<p>The learners work in pairs and practise the above rhythms while counting 1 2 3 4 out loud until they master the rhythms.</p> <p>ACTIVITY 2 The teacher introduces the concept of words that help with finding and keeping rhythm like dog [representing one crotchet (♩) beat], rabbit [representing two quavers (♪) in a beat], porcupine [representing a triplet (♩♪♪) in one beat] and alligator [representing four semiquavers (♩♪♪♪) in one beat]. The learners count 1 2 3 4, 1 2 3 4 aloud. They say it all again this using the word dog instead of using the numbers. They should now be saying dog, dog, dog, dog instead of counting 1 2 3 4. The name rabbit is introduced fitting into the same time as dog, rabbit in this case it sounds like “a double beat” (two syllables in one beat). The teacher divides the learners into two groups and asks group 1 to say the word dog while group 2 is saying the word rabbit e.g.</p> <p style="text-align: center;">  Group 1 d o g d o g d o g d o g </p> <p style="text-align: center;">  Group 2 rab-bit rab-bit rab-bit rab-bit </p> <p>ACTIVITY 3 The learners try clapping/walking/running ‘dog’ and ‘rabbit’ beats as they are said. They are encouraged to keep the beat going and then see if they can swap from one rhythmic pattern to the other. Each learner can now make up his or her own rhythmic pattern in a four pulse measure mixing dog, rabbit. They can add</p>		

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development –Creating processes using musical instruments in the environment.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIES TO LEARNING
	<p>silence in other beats e.g.</p> <p>1 2 3 4</p> <p>Dog pause dog pause</p> <p>1 2 3 4</p> <p>Pause rabbit pause rabbit</p> <p>1 2 3 4</p> <p>Dog rabbit dog rabbit</p> <p>1 2 3 4</p> <p>Dog pause rabbit pause</p> <p>ACTIVITY 4</p> <p>The teacher asks the learners to bring the following material:</p> <ul style="list-style-type: none"> -cardboard cubes from the toilet rolls. -scissors -small balloons -masking tape -newspapers -papier-mâché paste -large, dry beans or small stones -paints and paint brushes <p>The teacher asks the learners to do the following :</p> <ul style="list-style-type: none"> -Cover your work area with newspapers. -Cut the cardboard tubes into ten cm lengths -Blow up the balloons to the size of large lemons. Tie the ends. -Tape each balloon to a length of cardboard tube. This is a frame for the maraca. -Cut the newspaper into strips of 18 cm by 6 cm. 		

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development –Creating processes using musical instruments in the environment.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIES TO LEARNING
	<ul style="list-style-type: none"> - Dip the newspaper into the papier-mâché paste, and cover the tube and the balloon evenly with strips. -Cover the entire form of the balloon, except for its very tip. -Let the paper dry before applying a second layer. -Let the second layer dry. -Pop the balloon. Insert several dry beans or small stones. -Cover the hole with two or three newspaper strips dipped in paste. Let it dry. -Paint the maracas any colour or pattern you like. <p><u>ACTIVITY 5</u> Learners perform their clapping/walking/running /silence rhythm accompanied by maracas that they have designed.</p>		
SKILLS: Clapping, stamping, clicking, running, walking and designing.			
KNOWLEDGE: Making musical instruments, note values and beat.			
VALUES: Enjoyment, sharing ,co-operation and respect			
RESOURCES: Flash cards with names of animals, My clever Arts and culture Grade 4 page 36 and Creative voices handbook skills building A 2008.			
EXPANDED OPPORTUNITIES: Learners need to research more about percussion instruments.			
TEACHER REFLECTIONS:			

Grade: 4

Term: 2

Lesson: 1

Analytic Rubric

Phase: Intermediate

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Uses voice, body and found or made instruments to explore sounds.	Learners are unable to use voice, body and found or made instruments to explore sounds.	Learners show a partial understanding in using voice, body and found or made instruments to explore sounds.	Learners are able to use voice, body and found or made instruments to explore sounds.	Learners show an excellent ability of using voice, body and found or made instruments to explore sounds.
Explore sound and silence related to clapping, clicking, walking and running.	Learners are unable to explore sound and silence related to clapping, clicking, walking and running.	Learners show a partial understanding in exploring sound and silence related to clapping, clicking, walking and running.	Learners are able to explore sound and silence related to clapping, clicking, walking and running.	Learners show an excellent ability of exploring sound and silence related to clapping, clicking, walking and running.
Makes in various tone colours a maraca instrument to be used as a shaker.	Learners are unable to make in various tone colours a maraca instrument to be used as a shaker.	Learners show a partial understanding in making in various tone colours a maraca instrument to be used as a shaker.	Learners are able to make in various tone colours a maraca instrument to be used as a shaker.	Learners show an excellent ability of making in various tone colours a maraca instrument to be used as a shaker.
Uses voice, body and made instrument to perform sound and silence related to clapping, clicking, running and walking	Learners are unable to use voice, body and made instrument to perform sound and silence related to clapping, clicking, running and walking	Learners show a partial understanding in using voice, body and made instrument to perform sound and silence related to clapping, clicking, running and walking	Learners are able to use voice, body and made instrument to perform sound and silence related to clapping, clicking, running and walking	Learners show an excellent ability of using voice, body and made instrument to perform sound and silence related to clapping, clicking, running and walking

Grade: 4

Term: 2

Lesson 2

Phase: Intermediate

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development • Improvisation incorporating elements/concept in dance and drama.
LO'S& AS'S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 1)</u> <u>DANCE</u> AS: Works creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p><u>DRAMA</u> AS: Collaborates in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>	<p><u>ACTIVITY 1</u> The teacher asks learners question about the dances. -Name the different types of dances you know. The teacher writes the names on the board e.g traditional dance, kwaito, hip hop, isicathamiya, mohobelo, mokgibo, khoi-san dance, indlame etc. -Name the clothes that are used in these dances (T-shirts & jeans, imibhaco (<i>traditional attire</i>), izibheshu (<i>traditional skirts</i>) <i>animal skins</i> etc) -Name other things that are used when dancing other than clothes (sticks, reeds, shields, scarves, umbrellas, cans etc) The teacher now explains to learners that the clothes that are worn when dancing are called costumes and the things that are used are called props. -Name the instruments that are used in these dances (shakers, drums, maraca, whistlers, vuvuzela etc) -Name the relevant music for the mentioned dances. Some learners demonstrate how these dances are done for the class.</p> <p><u>ACTIVITY 2 (Warm-up exercises)</u> The teacher gives learners instructions : -Walk around the classroom without bumping into each other, faster and slower. -Rotate shoulders forward and backward gently. -Rotate the wrists and bend and release the fingers -Make arm circles in both directions with bent elbows -Run forward and backwards, skip forward and backwards 4 times.</p>	<p><u>FORMS</u> Practical demonstration Performance Discussion Test</p> <p><u>METHODS</u> Teacher Group Peer</p> <p><u>TOOLS</u> Rubric Memo Observation sheet</p>	<p>Learners who are physically challenged will play shakers, drums and clap hands.</p>

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development <ul style="list-style-type: none"> Improvisation incorporating elements/concept in dance and drama.
LO`S& AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>-Divide the learners into groups and each group to perform some of the dances that they have mentioned earlier on.</p> <p>-In your groups decide on props, costumes, music and musical instruments that you will use as a group.</p> <p>-The learners bring material to design some of the costumes and props in the class.(newspapers, old cloths, sticks, etc)</p> <p><u>ACTIVITY 3</u> The learners practise and rehearse their dances using props, costumes, music and musical instruments.</p> <p><u>ACTIVITY 4</u> The learners perform their dances in their respective groups and assessment is done.</p> <p><u>ACTIVITY 5</u> The learners form a circle and all the objects/props that were used previously are put inside the circle Each learner will enter the circle, one at a time to choose an object as a prop The object may be used as it is in everyday circumstances only once (e.g. a stick can be use to beat).After that, each person in the circle has to find a new way to use it-maybe you choose a stick as a gun, as a broom etc .No one is allowed to use the object in the same way as another person has used it.</p> <p><u>ACTIVITY 6</u> The teacher divides the learners into groups of four; each group will be given the same props to use for different meanings and moods. (props like a stick and a newspaper) The teacher will tell each group how to use the props.</p> <p>Group 1 The Principal reads the newspaper in his office and the teacher punishes the late comers with his stick.</p>		

GRADE: 4	DATE:	DURATION: 240 Mins	CONTENT IN CONTEXT: Personal development <ul style="list-style-type: none"> Improvisation incorporating elements/concept in dance and drama.
LO`S& AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>Group 2 The man is selling a newspaper and a tsotsi is robbing the newspaper seller.</p> <p>Group 3 A street kid sitting on a newspaper begging for money or food, and an old man with a walking stick giving the street kid some money.</p> <p>Group 4 The mother is making a fire using both the newspaper and a stick. The teacher tells the groups that there will be no talking but miming.</p> <p>The teacher moves around giving advices to each group.</p> <p>ACTIVITY 7 The learners present their scenarios in groups without telling what is happening through miming .The other groups observe and explain what they think is happening in each scenario.</p> <p>Activity 8 The learners write a test</p>		
SKILLS: Dancing, creating, collaborating, imaginative, listening, miming, speaking.			
KNOWLEDGE: Different types of dances, props and costumes, use of props for different meaning and moods.			
VALUES: Sharing, co-operation respect, enjoyment.			
RESOURCES: Found and natural objects, Creative voices handbook skill building B,Teachers Inset programme			
EXPANDED OPPORTUNITIES: Learners are encouraged to watch dance programme in the TV and to attend cultural events in their communities.			
TEACHER REFLECTION:			

Grade: 4

Term: 2

Lesson 2

Test

Phase: Intermediate

GRADE 4 TERM 2 LESSON 5

1. Name the different types of dances that you know. (5)
2. Name the props, costumes, music and instruments that you used in the dance you performed in your groups (12) =4 each
3. How can a stick or newspaper be used in different ways and moods? (3)
4. Out of the dances that you performed which one do you like best and why? (3)
5. What is the difference between a prop and a costume? (2) **TOTAL= [25]**

MEMORANDUM

1. Traditional dance, Kwaito, Hiphop, Gumboot dance, Scathamiya etc (5)
2. Sticks, reeds, newspapers, cans etc (props); imibhaco, izibheshu, scarves, T-shirts & jeans etc (costumes) voice, cd's etc (music); shakers, maracas, drums, vuvuzela`s etc. (instruments) (12)
3. A stick can be used as a walking stick, to make fire, as a gun, to beat etc (3) a newspaper can be used as a fire maker, reading tool, and money maker as a mat.
4. Depends on learner's own discretion (3)
5. A prop is what you use and a costume is what you wear. (2) **TOTAL= [25]**

Grade: 5

Term: 2

Lesson: 1

Phase: Intermediate

GRADE 5	DATE:	DURATION: 180 min	Content in Context: Personal and economic development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<u>LO 2: REFLECTING</u> <u>(CLUSTER 5)</u> <u>VISUAL ARTS</u> AS: Differentiates between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. AS: Responds to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.	ACTIVITY 1 [IDENTIFICATION OF VARIOUS VISUAL ART FORMS] <ul style="list-style-type: none"> ▪ Learners in groups choose various visual art forms from those displayed in the corner table improvised as museum/ library, which contain drawings, paints, sculpture, architecture, design, craftwork, graphic media ▪ Learners in groups, sort the visual art forms according to their categories e.g. Paintings together etc. ▪ With the teacher support, learners discuss the content, the purpose, form, contrast and meaning of each visual art form 	FORM: Essay METHOD: Teacher Group TOOL: Rubric Observation sheet	Learners with physical challenge to be assisted and are given alternative roles.
SKILLS: Differentiation , Respond			
KNOWLEDGE: Visual Art Forms such as Drawing, painting, architecture etc			
VALUES: Enjoyment, sharing, appreciation.			
Resources: Pencils, pens, exercise books, posters, pictures, photographs, template			
EXPANDED OPPORTUNITIES: Learners encouraged to bring examples or pictures of different art forms.			
TEACHER REFLECTIONS:			

GRADE 5 LESSON 1 ANALYTIC RUBRIC FOR ASSESSMENT

LO 2: INTEGRATION 1 (CLUSTER 5)

VISUAL ARTS

AS: Differentiates between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

AS: Responds to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.

CRITERIA	4 EXCELLENT ACHIEVEMENT (70-100)	3 SATISFACTORY ACHIEVEMENT (50-69)	2 PARTIAL ACHIEVEMENT (35-49)	1 NOT ACHIEVEMENT (1-34)
Differentiation of various visual art forms e.g. painting, drawing.	Able to differentiate among visual art forms, excellently	Able to differentiate between the different art forms	Able to differentiate with some difficulty among visual art forms	Unable to differentiate among visual art forms
Able to sort the various visual art form according to their categories	Able to sort a wide variety of visual art forms according to their categories	Able to sort the various visual art forms according to their categories	Able to sort some visual art forms according to their categories	Unable to sort the visual art forms according to categories
Able to explain the purpose, content, form, contrast and meaning	Provides an eloquent explanation of the purpose, content, form, contrast and meaning	Able to explain the purpose, content, form, contrast and meaning	Able to provide a limited explanation of the purpose, content, form, contrast and meaning	Unable to provide any explanation regarding the purpose, content, form, contrast and meaning

GRADE 5 ANALYTIC RUBRIC FOR ASSESSMENT

LO 2: REFLECTING

(CLUSTER 1)

DANCE

AS: Takes an active role in class discussion about interpretation and reactions to a dance seen live or on a television, pays attention to the use of design elements, the purpose and the style of the dance.

AS: Identifies and describes the many kinds of dances in South Africa.

CRITERIA	4 EXCELLENT ACHIEVEMENT (70-100)	3 SATISFACTORY ACHIEVEMENT (50-69)	2 PARTIAL ACHIEVEMENT (35-49)	1 NOT ACHIEVED(1-34)
Recognition of South African dances	Recognises a wide variety of South African dances	Able to recognise South African dances	Recognises some South African dances	Unable to recognize and identify any dances
Design elements	Recognises and describes design elements in South African dances, eloquently, using dance vocabulary	Able to recognise and describe design elements in South African dances	Recognises and describes some design elements of South African elements	Unable to recognize and describe design elements
Purpose of the dance	Provides an excellent description on the purpose of the dances in South Africa	Explains the purpose of the dances in South Africa	Explains the purpose of some South African dances	Unable to explain the purpose of the dance
Dance style	Provides an excellent description on the dance styles in South Africa	Describes the dance styles of the South African dances	Provides a limited description of dance styles in South Africa	Unable to provide an explanation of the dance styles in South Africa

Grade: 5

Term: 2

Lesson: 2

Phase: Intermediate

GRADE 5	DATE:	DURATION: 180 Min	Content in Context: Personal & Social Development.
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 1: (Cluster 2) DANCE AS: Improvises and creates dance sequences that use the concept of contrast while making clear transitions from one movement or shape to another, focusing on:</p> <ul style="list-style-type: none"> space (high/low, large/small, forward/backward, near/far, narrow/wide); time (fast/slow, regular/irregular); Force (strong/light, smooth percussive). <p>AS: Improvises and creates dance sequences that explore:</p> <ul style="list-style-type: none"> the movement range of each body part Geometric concepts such as parallel, symmetry, distance, volume and mass, rectangle, pentagon, hexagon, octagon. <p>AS: Learns and performs steps of an indigenous and/or contemporary dance from South African culture with attention to</p>	<p>ACTIVITY 1. Warm -up</p> <ul style="list-style-type: none"> Learners are divided into groups. Each group is given a letter name(e.g. A,B,C,D,H,M....Z) Teacher directs learners to write their letter names using body parts e.g. head, arms, waist, legs, feet, shoulders. Teacher goes to around facilitating movements. <p>ACTIVITY 2.1 Dance units of actions</p> <ul style="list-style-type: none"> Introduce the units of action word cards to learners focussing on space ,time and force .(Refer to Annexure B) Divide learners into groups of 5-8. In silence each group selects a person to choose 3 different units of action, one of each must be “travel”. Learners build a movement phrase out of the units chosen. Learners rehearse dance movement in groups. Work on and plan the use of <p>-Space (high/low, large/small ,forward/backward ,near/far narrow/wide --</p> <p>Time(Fast/slow ,regular/irregular)</p> <p>-Force (strong/light, smooth/percussive)</p> <p>ACTIVITY 2.2 Performance</p> <ul style="list-style-type: none"> Learners perform their dances for other groups. Teacher assesses. 	<p>FORM: Performance</p> <p>METHOD: Teacher Group Peer</p> <p>TOOL: Observation Sheet Checklist Rubric</p>	<p>Learners with physical challenge to be assisted and are given alternative roles.</p>

GRADE 5	DATE:	DURATION: 180 Min	Content in Context: Personal & Social Development.
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
detail	<p>FEELING CONTRAST IN MY ENVIRONMENT</p> <p>A. Learners work in a group of 8 and do the following: Teacher directs learners to: - Stand in a circle and reach up to try and touch the top of the tallest thing in your environment. Stretch your arms above your head and stand on your toes so that you are stretching as high as you possible can. - Relax and drop down to make a very small, low shape on the ground. - Keeping your foot firmly on the ground, reach to your right as far as you can. Stretch your arms, your neck and your whole body, while your left foot does not move. - Stretch as far as you can to your left, keeping your right feet on the ground. - The teacher let learners Imagine that they are lifting something very heavy that they find in their environment , - The teacher asks them the following questions: What is it? How will you lift it? What parts of your body will you use? - Try and put it down gently. How do you feel?</p> <p>B. Work with a partner and practise doing opposite movement. Let one partner be the partner, while the other one follows .Take turns to be the leader and the follower. For example:</p> <ul style="list-style-type: none"> • If the leader reaches up high, the follower makes a small, low shape. • If the leader reaches to the left, follower should reach to the right. • If the leader lifts something heavy, the follower should lift something light. <p>Activity 3. Making shapes</p> <ul style="list-style-type: none"> • Teacher asks learners to name as many geometric shapes as they can--- Circles, Triangle(3),Pentagon(5),Hexagon(6),Octagon(8)sides, • Each group is given a card with a shape. • Group members' practise using their bodies to make shape. • Each group performs for the class. 		

GRADE 5	DATE:	DURATION: 180 Min	Content in Context: Personal & Social Development.
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>ACTIVITY 4</p> <ul style="list-style-type: none"> • Working in a group of six, decide on the performance (miming) steps of an indigenous or contemporary dance from South African culture you wish to celebrate. • Use the following questions to help you sequencing your dance:-It should show your culture feels about that ceremony, whether it is serious, fun celebratory, aggressive. • Your dance should show a concept of contrast space(low/high, forward/backward, sideways, strong/light) • Should incorporate units of actions. 		
SKILLS: Flexibility and strength, Concentration, Ability to lead and follow, miming			
KNOWLEDGE: Dance units of action, Antonyms, Geometric shapes, improvisation, indigenous dances			
VALUES: Concentration, confidence, trust, enjoyment			
Resources: Space, task cards,			
EXPANDED OPPORTUNITIES: Learners are given opportunity to explore some dance movements using units of actions.			
TEACHER REFLECTIONS:			

Rubric for Cluster 3: Improvising movement and dance sequences using shapes

LO 1 Creating, Interpreting and Presenting	Excellent Achievement		Satisfactory Achievement		Partial Achievement		Not achieved	
	4	70 - 100%	3	50 - 69%	2	35 - 49%	1	1 - 34 %
The learner improvises and creates dance sequences that explore: the movement range of each body part.	Excellent improvisation and creation of dance sequences that explore: the movement range of each body part.		The learner improvises and creates dance sequences that explore: the movement range of each body part.		The learner needs help to improvise and create dance sequences that explore: the movement range of each body part.		Limited ability to improvise and create dance sequences that explore: the movement range of each body part.	
The learner improvises and creates dance sequences that explore: geometric concepts such as symmetry	Excellent improvisation and creation of dance sequences that explore: geometric concepts such as symmetry		The learner improvises and creates dance sequences that explore: geometric concepts such as symmetry		The learner needs help to improvise and create dance sequences that explore: geometric concepts such as symmetry		Limited ability to improvise and create dance sequences that explore: geometric concepts such as symmetry	
The learner improvises and creates dance sequences that explore: geometric concepts such as pentagon, hexagon and octagon.	Excellent improvisation and creation of dance sequences that explore: geometric concepts such as pentagon, hexagon and octagon.		The learner improvises and creates dance sequences that explore: geometric concepts such as pentagon, hexagon and octagon.		The learner needs help to improvise and create dance sequences that explore: geometric concepts such as pentagon, hexagon and octagon.		Limited ability to improvise and create dance sequences that explore: geometric concepts such as pentagon, hexagon and octagon.	
The learner learns and performs contemporary dance steps.	Outstanding ability to learn and perform contemporary dance steps.		The learner learns and performs contemporary dance steps.		The learner needs help to learn and perform contemporary dance steps.		The learner struggles to learn and perform contemporary dance steps.	

GROUP ASSESSMENT CHECKLIST ACTIVITY 2

CRITERIA	Yes	Sometimes	No
Learners were able to:			
1. Work as a group co-operatively			
2. Interpret dance units of action words			
3. Improvise/create dance movements			
4. Able to use space e.g. high/low			
5. Able to use time e.g.(fast/slow)			
6. Able to use force e.g.(strong/light)			

(GRADE 5 lesson plan)

ANNEXURE B.

DANCE UNITS OF ACTION

- **Stillness:** Standing motionless .Freezing like an ice statue. This will be used throughout, to hold an action.
 - Move and then on a pre-arranged sound or word get the class to freeze.
 - Repeat this idea a few times so that the idea of stillness is fully demonstrated in the body.
 - Try out different contexts so that the learners freeze with a specific attitude.

- **Travel:** Moving from one space to amore distant space in the room.
 - Move around the room and find a special rhythmical walk thinking of a character.
 - Look around and change your walk by copying other participants.
 - Travel in the low spatial level with hands and bottom on the floor.
 - Change the body part on which you are travelling .Many combinations can be invented.

- **Jump:** A Jump happens when the body is suspended in the air with no points of contact with the floor, walls, ceiling and other bodies.
 - In pairs work out the five different jumps that are possible .Learners can check that they have all five jumps with the facilitator.
 - These are five jumps: Jumping from 2 feet, jumping from 2 feet to 1 foot, jumping from 1 foot to 2 feet, jumping from 1 foot to the same foot, jumping from 1 foot to the other foot.
 - Build a movement sequence repeating two or more of the jumps and combine them with travelling.
 - Join two pairs together and learn each other's sequences.

- **Turning: This** is making a full circle using any part of the body.
 - Use turning actions with levels and different body parts e.g. turn on your bottom in the low level OR turn in the middle level using your feet.

- **Twist:** This is a limited action with one part of the body moving, whilst the rest of the body moves in the opposite direction .Think of twisting off a bottle top.
 - While sitting down, participants use their top body part to twist slowly.

- **Transference of weight:** This is simple shift from one point of balance to another new point of balance.
 - Explore different ways of shifting weight e.g. moving from balance on the two feet to balancing on one foot and one hand.
 - Invent exciting and fun transferences using combinations of different body parts.

- **Gesture:** This is anything that is not to do with balance or taking weight. You can gesture with the head, like nodding 'yes' or shaking 'no', the hands for possibly waving 'goodbye', the shoulders for shrugging 'I don't know ' the face for frowning to indicate sadness and concern.
 - Ask the learners for a few gestures from their own social context and let the whole class copy them.
- **Bend:** This is contrasting action.
 - Extend the body fully in a star shape. Call out different body parts e.g. contract the hands .Hold this position and call out another body part e.g. bend the knees etc until you have contracted into a small ball.
 - Explore this process in the low level by lying on the floor.
 - Encourage learners to contribute naming parts of the body to bend.
- **Stretch:** This is an expanding action.
 - Start in a small ball. Call out different body parts to start stretching, until the body is fully extended.

**ANNEXURE C (GRADE 5)
UNITS OF ACTION CARDS.**

Travel	Jump	Turn	Twist	Gesture	Bend	Stretch	Still	Transfer weight
--------	------	------	-------	---------	------	---------	-------	--------------------

Grade: 6

Term: 2

Lesson: 1

Phase: Intermediate

GRADE 6:	DATE:	DURATION: 240 Min	CONTEXT IN CONTEXT: Cultural Diversity -Creative Processes in South African and African Dance and Drama
L O's and ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 1: CREATING INTERPRETING AND PRESENTING (CLUSTER2) DANCE AS: Improvises and creates dance sequences that use: -Steps and styles from various South African dance forms -Costumes, props, imagery and music -Varying use energy such as tension and relaxation, stillness and flow; -Personal and general space. AS: Learns, interprets and performs dances from South African culture with competence and appropriate style. DRAMA AS: Uses African Stories to</p>	<p>ACTIVITY 1 STEP 1 Learners brainstorm about South African dances that they know (pantsula, hip-hop, kwasa-kwasa, ballet, ballroom, gumboot dance, Indian dance, traditional etc).Whilst they are mentioning these dances they also do demonstration of how these dances are done and also to know difference in these dances STEP 2 The teacher divides the learners into groups. Each group is given a dance to prepare. In their groups the learners discuss about the dance they have been given under the following topics -The music they are going to use -The costumes and props needed -Space needed(general/personal -How to co ordinate dance sequences. ACTIVITY 2 (WARM-UP) The teacher gives learners instructions; -Hold your arms straight. Swing them forwards and backwards 4 times in circular movements -Stand facing the wall. Take one stride backwards. Lean forwards and place your hands flat against the wall. Keep your body straight as you press your heels to the floor and bend your arms as you lean towards the wall. Push your body upright with your arms and repeat the exercise three times. -Lie on your stomach on the floor with your hands underneath your shoulders. Keep your hips on the ground as you raise your upper body by pushing with your</p>	<p>FORMS Practical demonstration Performance Oral presentation Script</p> <p>METHODS Teacher Group Peer</p> <p>TOOLS Rubric Checklist Observation sheet</p>	<p>Physical challenged learners are given alternative roles.</p>

GRADE 6:	DATE:	DURATION: 240 Min	CONTEXT IN CONTEXT: Cultural Diversity -Creative Processes in South African and African Dance and Drama
L O's and ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
develop dramas that; -Have a clear plot; -Highlight key moments; -Contain credible characters; Use space effectively.	<p>hands on the floor.</p> <p>-The learners stand up smoothly and stand in a circle. They sing one of the songs they usually sing when doing warm-ups(toe, knee, chestnut)</p> <p>-Form groups of about ten learners.</p> <p>-Each person takes on the name of an animal.</p> <p>-Form a circle and sit in a position that will enable you to get up quickly and move if your name is called out. The crocodile is in the middle of the group and has to call out the names of two animals. Those two animals must try to swap places quickly before the crocodile gets to one of the places. If the crocodile gets there first, the person who loses his/her place becomes a new crocodile.</p> <p>They walk slowly breathing in and out around the classroom doing cooling down exercises.</p> <p><u>ACTIVITY 3</u> <u>STEP 1</u> In their groups the learners create dance sequences on the dances they were given by the teacher from various South African dances. They practice and rehearse their dances in preparation for the performance</p> <p><u>STEP 2</u> Learners bring material to design some of props and costumes that they are going to use in their dances in the classroom.</p> <p><u>ACTIVITY 4</u> The learners perform their dances with costumes, props and music With the use of general or personal space and assessment is done.</p> <p><u>ACTIVITY 5</u> The teacher explains how African stories look like ;</p>		

GRADE 6:	DATE:	DURATION: 240 Min	CONTEXT IN CONTEXT: Cultural Diversity -Creative Processes in South African and African Dance and Drama
L O's and ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>-It has characters have a conflict that is dramatised in the book or play. -The story-line is called the plot .There is a beginning, a middle and an end. -There is a setting that tells the audience where and when the story takes place. A play also differs from a book in many ways. -The characters' thoughts and feeling are shown through dialogue, movement and action. -The characters live and speak in the present tense. -The actors dramatise the point of view of the playwright and draw the audience into the story. -The characters must be aware of the space around them and how to use it. -Key moments are highlighted. (Playwright : the person who wrote the play)</p> <p><u>ACTIVITY 6</u> <u>STEP 1</u> The teachers together with the learners take an African story and develop a drama. The learners work in groups to talk about the following elements of a play. (a)characters (b)conflict (c)plot (d)setting</p> <p><u>STEP 2</u> The learners have to discuss the characteristics of a play mentioned above and how you would show that in your play. The learners has to change this story into a play and present it to your classmates (page 39 of Creative Arts and Culture learners book Grade 6 for the story)</p> <p><u>ACTIVITY 7</u></p>		

GRADE 6:	DATE:	DURATION: 240 Min	CONTEXT IN CONTEXT: Cultural Diversity -Creative Processes in South African and African Dance and Drama
L O's and ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>The learners in their groups create their own African animal story and follow the format of developing a drama .Making sure that they identify the setting, a plot and sufficient characters to make the story interesting and also use dialogue to make a story-line across.</p> <p><u>ACTIVITY 8</u> The learners practise and rehearse their drama incorporating the dances they have learnt earlier in their performance using props and costumes.</p> <p><u>ACTIVITY 9</u> The learners perform their drama for the class and the teacher assesses the groups' performance.</p>		
SKILLS: Dancing, interpreting, script writing, dramatising. Creating.			
KNOWLEDGE: Steps and styles from various South African dance forms, personal and general space, African stories, plot, key moments, characters.			
VALUES: Sharing, respect, trust, enjoyment.			
RESOURCES : Material for props and costumes, space, Creative Arts and culture Grade 6			
EXPANDED OPPORTUNITY: Learners are encouraged to read more African stories and to listen other stories from parents.			
TEACHER'S REFLECTION :			

TERM 2 LESSON 1 GRADE 6 CHECKLIST

CRITERIA	YES OR NO	COMMENTS
The learners were able to identify South African dances		
The learners were able to create dance sequences that use steps and styles from various South African dance forms.		
Learners were able to use costumes, props, imagery and music in their dances		
Learners were able to use general and personal space		
Learners were able to show varying use of energy such as tension and relaxation, stillness and flow		
Learners were able to perform dances from South African culture		

GRADE 6 LESSON 1 HOLISTIC RUBRIC

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Uses African Stories to develop dramas that have a clear plot; highlight key moments; contain credible characters and use space effectively.	The learners are unable to use African Stories to develop dramas that have a clear plot; highlight key moments; contain credible characters and use space effectively.	The learners show little understanding in using African Stories to develop dramas that have a clear plot; highlight key moments; contain credible characters and use space effectively.	The learners are able to use African Stories to develop dramas that have a clear plot; highlight key moments; contain credible characters and use space effectively.	The learners show outstanding ability in using African Stories to develop dramas that have a clear plot; highlight key moments; contain credible characters and use space effectively.

Grade: 6

Term: 2

Lesson: 2

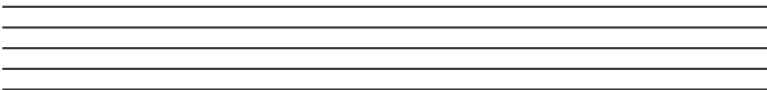
Phase: Intermediate




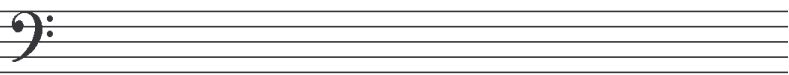
GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 1: CLUSTER (3) MUSIC</p> <p>AS: Focuses on music from a variety of South African forms:</p> <ul style="list-style-type: none"> Improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; Plays simple rhythmic patterns on a drum or equivalent; Explores and uses drum hand 	<p><u>Activity one</u> <u>Step one</u> Warm-up activity</p> <ul style="list-style-type: none"> The teacher instructs learners to stand up, stretch their arms, roll their heads sideways, up and down loosening their necks in preparation for some vocal exercises and breath control The teacher asks learners to breathe in deeply counting 4 times and breathe out counting 4 times. Focus should on correct breathing technique, stretching of the diaphragm. <p><u>Step two</u> The teacher divides the learners into groups depending on the size of the class.</p> <ul style="list-style-type: none"> Each group sings a song that is different from the other. Each time the group sings, the teacher applies and emphasise different musical elements including clapping of the rhythmic patterns, application of dynamics, variation of tempo etc. The teacher asks whether learners have noticed any differences in the manner in which the song was song. Asks whether they can identify any particular form and style. <p><u>Activity 2</u> <u>STEP 1</u> The teacher explains to the learners some elements of music</p> <ul style="list-style-type: none"> Rhythm <p>Organization of sound in time.</p> <ul style="list-style-type: none"> Dynamics <p>Difference in volume loud and soft.</p>	<p>FORM: Practical demonstration Role play drawings</p> <p>METHOD: Teacher group</p> <p>TOOL: Rubric Observation sheet</p>	<p>Allocation of extra time for underachieving learners in the classroom. Learners that are not good at singing are clapping hands and beating the drums.</p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> Improvisation Creativity Singing Playing Drumming Thinking Expression Listening Comprehension <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> S.A. music forms

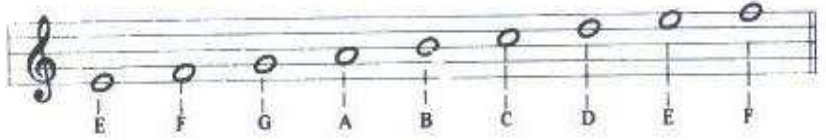
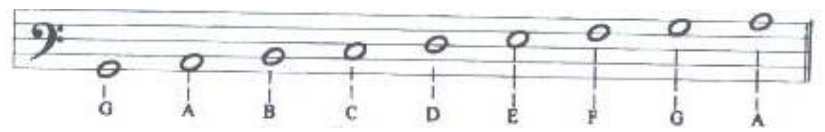

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>techniques such as base slap, open slap, muffle;</p> <ul style="list-style-type: none"> • Reads and sings or plays the scale and simple melodies in C Major. 	<ul style="list-style-type: none"> • Tempo This is the speed at which the composition is performed. • Texture Harmony, density and transparency of the song. • Pitch Height or depth of sound • Timbre Tone quality e.g. vocal or musical sound. (can be smooth , rough, sonorous, hoarse, lyrical, dramatic etc) • Form Structure e.g. AB, ABA, • Style Historical and cultural context. <p>STEP 2a The teacher again instruct the learners to go back to the same groups as in activity one step two and perform the songs again applying the music elements they have been taught to shape their songs. This should be different from the manner in which the teacher applied the musical elements.</p> <p>STEP 2b Group Assessment Rubric</p> <p>ACTIVITY 3 (Assessment activity) Learners match the following phrases in the table by choosing the relevant word from the list given below:</p>		<ul style="list-style-type: none"> • Dynamics • Pitch • Rhythmic Patterns • C major scale • Note Values • Articulation • Accent <p>VALUES</p> <ul style="list-style-type: none"> • Appreciation • Sense of achievements <p><u>POSSIBLE RESOURCES</u></p> <ul style="list-style-type: none"> • Melodica • Drums • Radio • T.V. • Cassettes • CDs • Video Tapes <p><u>EXPANDED OPPORTUNITIES</u></p>

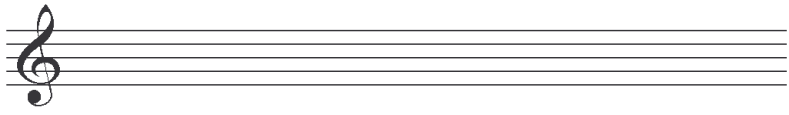
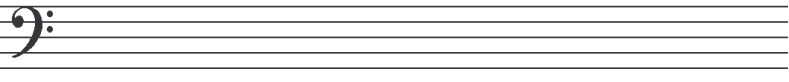
GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development																
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING																
	<p>Form; Dynamics; Rhythm; Texture; Timbre; Style; Tone quality; Pitch.</p> <table border="1" data-bbox="422 553 1335 797"> <tr><td>1. Speed at which the composition is performed</td><td></td></tr> <tr><td>2. Historical and cultural context</td><td></td></tr> <tr><td>3. Height or depth of sound</td><td></td></tr> <tr><td>4. Difference in volume loud and soft.</td><td></td></tr> <tr><td>5. Organization of sound in time</td><td></td></tr> <tr><td>6. Structure</td><td></td></tr> <tr><td>7. Tone quality-vocal and instrumental</td><td></td></tr> <tr><td>8. Harmony density and transparency structure</td><td></td></tr> </table> <p>ACTIVITY 4 The teacher assigns the learners to bring the drums, she emphasizes the fact that everyone should find a way of getting the drum and bring it to school.</p> <p>ACTIVITY 5 The teacher introduces to the learners the click song “UQONGQOTHWANE“</p> <ul style="list-style-type: none"> • The teacher teaches the song to the learners and they all sing. • They continue to sing the song until everyone is comfortable and knows the lyrics. <p>ACTIVITY 6 The teacher explains to the learners the drumming techniques used to draw different sounds out of the drum. As she/he explains she demonstrates the techniques on the drum.</p> <ul style="list-style-type: none"> • The Base Slap – This is a higher sound that is played by using your fingers on the edge of the drum. • The Open Slap This is a lower sound that is played by using the palm of your hand on the membrane of 	1. Speed at which the composition is performed		2. Historical and cultural context		3. Height or depth of sound		4. Difference in volume loud and soft.		5. Organization of sound in time		6. Structure		7. Tone quality-vocal and instrumental		8. Harmony density and transparency structure			<p>Learners are encouraged to listen to different types of music.</p> <p>Encouraged to participate in musical performances.</p>
1. Speed at which the composition is performed																			
2. Historical and cultural context																			
3. Height or depth of sound																			
4. Difference in volume loud and soft.																			
5. Organization of sound in time																			
6. Structure																			
7. Tone quality-vocal and instrumental																			
8. Harmony density and transparency structure																			

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>the drum</p> <ul style="list-style-type: none"> • <u>The Muffle</u> This is a muffled sound that is played by placing one hand on the drum membrane and beating the membrane with the other hand. <p><u>Activity 7</u> Step 1</p> <ul style="list-style-type: none"> • Learners continue with the song 'Uqongqothwane '. • The teacher uses the song to demonstrate rhythmic patterns. • The learners play the drums using the rhythmic patterns as demonstrated by the teacher in the song Uqongqothwane. <p><u>Step 2</u></p> <ul style="list-style-type: none"> • The teacher divides the learners into three groups. • The first group plays the Base Slap • The second group plays the Open Slap • The last group plays the Muffle slap. • The groups practice in preparation for presentation of the song. <p><u>Activity 7B</u></p> <ul style="list-style-type: none"> • The learners present the song 		

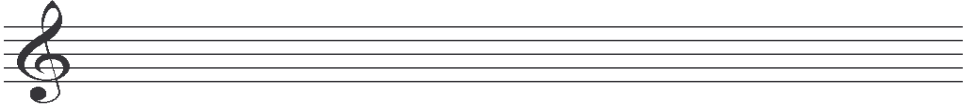
GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>ACTIVITY 9</p> <p><u>Step 1</u></p> <ul style="list-style-type: none"> • With the aim of introducing the keys, the teacher instructs learners to sing the click song of the previous activity. • The teacher suddenly changes the key of the song and learners follow. Various keys are explored until finally landing in the Key C Major. • The teacher asks whether learners noticed and differences in the key of the song. <p>The teacher introduces the scale of C Major.</p> <ul style="list-style-type: none"> • The teacher draws 5 lines with 4 spaces (stave).  <ul style="list-style-type: none"> • The teacher then explains that music is written on a stave made up of five lines and four spaces. • She asks the learners to look at their hands and observe the five fingers and four spaces as a reminder when drawing the stave. <p><u>Step 2</u></p> <ul style="list-style-type: none"> • The teacher explains to the learners that the first seven letters of the alphabet are used as the names for music notes. A,B,C,D,E,F,G • The teacher goes on to explain that at the beginning of the stave a cleff is written. 	<p>FORM</p> <p>Project Art processes and product Displays and exhibitions</p> <p>METHOD Teacher Peer Group</p> <p>TOOL Analytic rubric Checklist</p> <p>FORM Script writing</p>	

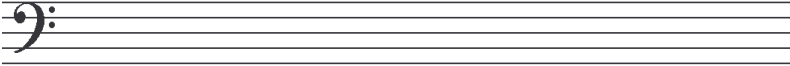
GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<ul style="list-style-type: none"> There are different cleffs <p>The Treble Cleff or G cleff: </p>  <p>and</p> <p>The Bass cleff or the F cleff: </p>  <ul style="list-style-type: none"> Music on the G cleff /treble cleff is for higher voices or instruments. Music on the F cleff/bass cleff is for lower voices or instruments. <p><u>Activity 10 (Classwork)</u></p> <p>The teacher give the following class exercises:</p> <ul style="list-style-type: none"> Draw the treble clef and bass clef signs 10 times. Draw a stave with the treble clef. Draw a stave with the bass clef. Name the letters of alphabet used to name the music notes. Music written on thecleff is for higher voices or instruments. Music written on the.....is for lower voices or instruments. 	<p>METHOD Teacher TOOL Checklist</p> <p>FORM Performance</p> <p>METHOD Group TOOL</p> <p>Analytic rubric</p>	

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><u>Activity 11</u></p> <ul style="list-style-type: none"> The teacher introduces the names of notes in the lines and spaces of the treble cleff  <ul style="list-style-type: none"> The teacher introduces the names of notes in the lines and spaces of the bass cleff  <ul style="list-style-type: none"> Names of notes in a combine treble and bass clefs 		

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><u>Activity 12 (Classwork)</u></p> <ul style="list-style-type: none"> Teacher ask learners to write names of notes on the treble clef  <ul style="list-style-type: none"> Teacher ask learners to write names of notes on the bass clef  <p><u>Activity 13</u></p> <p>The teacher explains the Major scale.</p> <p>Step 1</p> <ul style="list-style-type: none"> A scale is like a staircase or a ladder. As you climb up the pitch gets higher and as you go down the pitch gets lower. The pattern of all the major scales is made up of small and big steps. A major scale is designed like this, Keynote-Big Step-Big Step-Small Step-Big Step-Big Step-Big Step-Small Step-Key Note. (This sometimes referred to as Whole Tone, Whole Tone, Semi- Tone, 		

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>Whole Tone, Whole Tone, Semitone or Tone, Tone, Semi-tone, Tone, Tone, Tone, Semi-tone</p> <p>STEP 2</p> <ul style="list-style-type: none"> In the C major scale the notes are C, D, E, F, G, A, B, C. The small steps are between E and F and between B & C. Have a look at the diagram of the keyboard; you will notice that there is a small step between E&F and between B&C. C major is known as a natural scale because it has no sharps or flat <p style="text-align: right;"> (Letter Names) (Tonic Solfa Notation) (Degrees) (Intervals) </p>		

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><u>Activity 13</u></p> <p>The teacher explains to the learners that in C major each line and space will have the following notes.</p> <p>Doh Ray Me Fah Soh Lah Te Doh.</p> <p>These are Tonic Solfa names.</p> <p>C D E F G A B C</p> <p>These are the letter names used to name notes used in the Staff notation.</p> <ul style="list-style-type: none"> • These eight notes are called a scale. • It starts on C and ends on C and is called a Major Scale. <p><u>Activity 14 (Class work)</u></p> <ul style="list-style-type: none"> • Using minims on the treble stave do the scale of C major ascending and descending. <p>-Place a minim note on each line and space to mark the notes C, D, E, F, G, A, B, C. ascending and descending.</p> 		

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<ul style="list-style-type: none"> Using crotchets minims on the bass stave do the scale of C major ascending and descending. -Place a crotchet note on each line and space to mark the notes C, D, E, F, G, A, B, C. ascending and descending.  <ul style="list-style-type: none"> Learners turns to sing the scale. <p><u>ACTIVITY 14</u> The teacher distributes to the learners copies with a dummy keyboard.</p> <ul style="list-style-type: none"> The teacher tells the learners to look at the keyboard and then listen to the instructions. <ol style="list-style-type: none"> Place the notes on the lines and in the spaces. Now build your scale with the teacher. Write down the solfa names using the small letters 'd r m f s l t d'. Write down the letter names using the capital letters. C D E F G A B C. Play the scale of C major on the keyboard for your friend. <p><u>ACTIVITY 15</u> The teacher provide a simple melody in the key of C Major and ask learners whether they <u>to:</u></p> <ul style="list-style-type: none"> Name the notes Sing the notes Play the notes 		

GRADE 6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical, personal development and cultural development															
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING															
	<p><u>ACTIVITY 15</u></p> <p>SELF ASSESSMENT IN C MAJOR</p> <table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>1.I can identify the solfa names of notes</td> <td></td> <td></td> </tr> <tr> <td>2.I can identify letter names</td> <td></td> <td></td> </tr> <tr> <td>3.I can identify the C major scale on a keyboard</td> <td></td> <td></td> </tr> <tr> <td>4. I can play the C major scale on the keyboard</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>ACTIVITY 16</u> The teacher gives the learners an assignment, asks the Learners to compose a 4 bar melody on the scale of C major on the treble clef.</p>		Y	N	1.I can identify the solfa names of notes			2.I can identify letter names			3.I can identify the C major scale on a keyboard			4. I can play the C major scale on the keyboard				
	Y	N																
1.I can identify the solfa names of notes																		
2.I can identify letter names																		
3.I can identify the C major scale on a keyboard																		
4. I can play the C major scale on the keyboard																		
KNOWLEDGE: dance sequences: - partial levels, motion factors, script writing, awareness of the audience.																		
VALUES: Enjoyment, sharing, appreciation.																		
Resources: Pencils, pens, exercise books, tape recorders and cassettes, used materials																		
EXPANDED OPPORTUNITIES: Learners encouraged to listen to different kinds of music including traditional, Participate in musical performances, Learners are encouraged to watch puppet shows on the television																		
TEACHER REFLECTION:																		

Grade: 6

Term: 2

Lesson Plan: 3

Phase: Intermediate

GRADE 6:	DATE:	DURATION: 180min	CONTENT IN CONTEXT: Environmental and Economic Development • Creative processes in Visual Arts.
LO'S & AS'S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 4) VISUAL ARTS</u> AS: Shares resources, choice of materials and negotiates choice of subject matter in a group project with other learners, with a focus on -Joint decision making; -Presentation; -Safety -The environment -Cultural diversity</p> <p><u>INTEGRATION WITHIN</u> LO 2: REFLECTION VISUAL ARTS AS: Identifies the main purposes and design features of artworks in the homes, the community and public places in terms of theme, subject and scale.</p> <p><u>ACROSS TECHNOLOGY</u></p>	<p><u>ACTIVITY 1</u> The teacher divides the learners into groups. With the help of the teacher they decide on a subject matter/topic of an artwork that they will design(mural, model, painting, sculpture, Drawing etc).In their groups they discuss about the material and resources that they will need for their project(pencils, paints, clay, wood, cartridge paper, brushes etc) Group 1 to do model; Group 2 to do sculpture Group 3 to do painting; Group 4 to do drawing; Group 5 to do mural in the school wall.</p> <p><u>ACTIVITY 2</u> The teacher brings some of the material and the learners bring some too. They use newspapers to cover the places they will use. Each group will be given instructions of how to do its project. The teacher makes sure that the learners work jointly, and co-operatively, each learner must have a role to play.</p> <p><u>MAKING A MODEL</u> In a group each learner will be given a portion of clay to prepare to make traditional potters. These pots are carefully made from rolled coils of clay. Each learner will roll his/her portion of clay, the first</p>	<p><u>FORMS</u> Art Processes Model Project Display</p> <p><u>METHOD</u> Teacher Group Peer</p> <p><u>TOOL</u> Checklist Rubric Observation sheet</p>	<p>Enough chance will be given to those groups who were not able to finish on time.</p>

GRADE 6:	DATE:	DURATION: 180min	CONTENT IN CONTEXT: Environmental and Economic Development • Creative processes in Visual Arts.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 1:TECHNOLOGICAL PROCESSES AND SKILLS COMMUNICATES AS: Chooses and uses appropriate technologies to present record or communicate the design process.</p>	<p>learner will put a first portion and the other learners will follow ,when they see that it is big no rolled coils to be put. The pot is to be small at the beginning and grows bigger and to be small towards the end for the drinking hole not to be too big. Completed pots are scraped with bones or stones and then polished until they are smooth and shiny.</p> <p>DESIGNING A MURAL Design a mural to brighten up a dull and dirty wall at your school. Plan your design first by drawing your ideas on paper. Once you have decided what you want, paint your design onto a large piece of paper. In your mural include your school motto/slogan.</p> <p>CREATING A SCULPTURE Using a wood, learners make an artwork of their favourite artist by carving the wood and they polish their sculpture.</p> <p>DRAWING Using a cartridge paper learners draw the picture of their school decorating it using patterns and design features.</p> <p>PAINTING The teacher brings a still life (a vase with flowers of different colours) in the class, using paints and brushes, mixing primary colours in different quantities to do their painting in a cartridge paper.</p>		

GRADE 6:	DATE:	DURATION: 180min	CONTENT IN CONTEXT: Environmental and Economic Development • Creative processes in Visual Arts.
LO`S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	ACTIVITY 3 The learners display their artworks in the class and the groups will explain how each artwork was done and assessment is done by the teacher and groups.		
SKILLS: Creating, Presenting, negotiating, decision making, designing, drawing.			
KNOWLEDGE: Choosing a subject matter, choosing a material, cultural diversity.			
VALUES: Sharing, teamwork, co-operation, respect, enjoyment.			
RESOURCES: Paints, paints-brushes, pencil colours, cartridge papers, wood, clay.			
EXPANDED OPPORTUNITIES: Learners are encouraged to do observational drawings so that they can improve their drawing skill.			
TEACHERS REFLECTION :			

TERM 2 GRADE 6 LESSON 3 ANALYTIC RUBRIC

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Choose materials and negotiates choice of subject matter in a group project	The learner is unable to choose materials and negotiates choice of subject matter in a group project	The learner has little understanding of choosing materials and negotiates choice of subject matter in a group project	The learner is able to choose materials and negotiates choice of subject matter in a group project	The learner has outstanding ability to choose materials and negotiates choice of subject matter in a group project
Share resources in a group project with other learners	The learner is unable to share resources in a group project with other learners	The learner has little understanding of sharing resources in a group project with other learners	The learner is able to share resources in a group project with other learners	The learner has outstanding ability to share resources in a group project with other learners
Make joint decision in a group project	The learner is unable to make joint decision in a group project	The learner has little understanding of making joint decision in a group project	The learner is able to make joint decision in a group project	The learner has outstanding ability to make joint decision in a group project
Present and display artwork as a group	The learner is unable to present and display artwork as a group	The learner has little understanding of presenting and display artwork as a group	The learner is able to present and display artwork as a group	The learner has outstanding ability to present and display artwork as a group

Grade: 7

Term: 2

Lesson: 1

Phase: Senior

GRADE: 7	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical and Personal Development. Improvisation incorporating elements/concepts of Dance and Music
LO s and ASs	Learning Activities	Details of Assessment Methods and Tools	Provision for learners with barriers to learning
LO 1:CREATING, INTERPRETING AND PRESENTING (CLUSTER 3) DANCE AS: Improvises to explore choreographic design concepts: <ul style="list-style-type: none"> • Space – direction ,levels, symmetry, Asymmetry; • Time – duration, pace, pulse, phrasing; • Force – yielding to and resist gravity, active and passive movement. 	ACTIVITY 1 Teacher directed warm up activity <ol style="list-style-type: none"> 1. Place enough hoops well spaced on the floor to allow for one hoop per person. 2.Run very fast amongst the hoops without touching them (music on the background) 3. When the music stops, freeze inside a hoop. 4. Remove a few hoops. 5. Run with hands clasped behind your back. When the music stops release your hands and freeze surrounding the hoop. 6. Run backwards amongst the hoops, again without touching them, and when the music stops freeze inside a hoop. If any part of your body is outside the hoop you are off the game.(ufile) 7. There will now be more than one person in some of the hoops. 8. Leap from hoop to hoop touching only the inner circles of the hoops. 9. When the music stops everyone freezes. ACTIVITY 2 The Dance elements are done practically by the teacher and the learners. SPACE (sharing of space)	FORM PRACTICAL DEMONSTRATION METHOD TEACHER GROUP TOOL CHECKLIST RUBRICS	

<p>MUSIC AS: Improvises and creates music phrases using concepts such as mood, form and contrast.</p>	<ol style="list-style-type: none"> 1. In twos, one person (A) makes a shape with his/her body. 2. The partner (B) fits into A's negative space. 3. A extricates himself/herself into (B)'s negative space. <p>Repeat the activity and add music for atmosphere/mood</p> <ol style="list-style-type: none"> 4. Working with the whole class, form a long line. 5. (A) makes a shape. (B) fits into (A) negative space .(C)fits into B's negative space and so on until the whole class is connected. 6. Then (A) extricates him/her and runs on to join the line and so on. <p>Do this at increasingly faster speeds to different types of music for variations.</p> <p><u>DIRECTION</u></p> <ol style="list-style-type: none"> 1. Run fast and when you meet another person or object turn sharply and keep running in a different direction. 2. Alternate moving forward and backward As if you are on a swing. 3. Move sideways, leading with different parts of the body. 4. Move as if you are a wave rolling forward and breaking on the sand, then being sucked back into the sea. 5. Focus on a spot in the room; move towards and away from it in as many different ways and moods as possible. <p><u>LEVELS</u></p> <p>1. Explore moving at low level i.e. Crawling sliding sitting Crouching dragging slithering Wiggling rolling</p> <p>2. at a middle level between low and high i.e. Kneeling standing gliding travelling</p> <p>3. at a high level Jumping skipping hopping galloping Leaping flying</p> <p><u>SYMMETRY AND ASYMMETRY</u></p> <ol style="list-style-type: none"> 1. Each learner works alone with eyes closed, sculpt an imaginary shape. 2. Now become that shape and freeze. 3. The teacher selects four examples, two that are symmetrical and two that are 		
--	--	--	--

	<p>asymmetrical and elicit from the rest of the class what the differences are.</p> <ol style="list-style-type: none"> 4. The learners are to create two symmetrical and two asymmetrical shapes, join them together, in any order and add transitions from one shape to the next. 5. Vary the speed /pace, level and direction of the transitions. 6. In pairs, learners teach one another the movements and join the two movement sentences and arrange them. 7. Now using the bodies create four symmetrical and asymmetrical shapes, joining them and developing the transitions between each shape. <p><u>RHYTHMIC PATTERNS</u></p> <ol style="list-style-type: none"> 1. Listen to a piece of music with a regular beat. 2. Clap the regular beat, and then clap across the beat in an irregular rhythm. 3. Listen to music that does not seem to have a regular pattern. 4. The teacher together with the learners defines rhythm and rhythmic pattern. <p>(informal assessment- checklist)</p> <p><u>ACTIVITY 3</u></p> <ol style="list-style-type: none"> 1. The learners are to choreograph a dance based on the above activities. <p>(they can continue rehearsing this after school as homework)</p> <p><u>ACTIVITY 4</u></p> <p>Rehearsals in class and the teacher gives guidance (group discussions)</p> <p><u>ACTIVITY 5</u></p> <p>Presentations by groups and Reflections by both learners and teachers. (formal assessment – Rubrics)</p> <p><u>ACTIVITY 6</u></p> <ol style="list-style-type: none"> 1. The teacher chooses a song that all the learners know well. 2. Ask them to sing the song as they remember it. 3. Divide the learners into groups of five. 4. The first group that uses body percussion should provide a steady beat. 5. The second group add the melody. 5. The third group should provide a simple rhythmic pattern that fits into the beat with drumming techniques. 6. The fourth group should hum higher and lower than the melody. 7. The fifth group should focus on polyrhythm (off the beat rhythms). 8. The group to incorporate the dance they choreographed during the dance lessons. 		
--	---	--	--

	<p>ACTIVITY 7 Rehearsals 1.The group rehearse with the assistance of the teacher 2. The groups are supplied with assessment tools to assess the performing groups. 2.Each group performs in front of the class 3. After each group performance the class and the teacher reflect on the performance indicating areas of improvement. (checklist)</p> <p>ACTIVITY 8 Final Performance 1 .Each group to showcase their improvised music, making use of a variety of found instruments showing an understanding of mood, form and contrast. (Rubrics)</p>		
SKILLS: Creating ,Exploring ,Designing ,Choreographing, Improvising			
KNOWLEDGE : Design concepts, Music Phrases			
VALUES : Tolerance, Respect, Enjoyment, Appreciation			
<ul style="list-style-type: none"> • RESOURCES : • Hoops, Dance Floor, • Space, Percussion Instruments, Radio/DVD, Tapes • Teaching Creative Dance (Hand Book) by Jennifer van Papendorp & Sharon Friedman • Successful Arts & Culture grade 7 by Sandy Johnson & Elske Maxwell 			
EXPANDED OPPORTUNITIES: Choreographing & Composing a solo Dance and Music			
TEACHER REFLECTION:			

ACTIVITY 5
DANCE RUBRIC

	CRITERIA	4	3	2	1
1.	Is the learner able to use and transform design concepts of Dance to form a new Dance				
2.	Is the learner able to participate and explore different ideas through dance				
3.	Does the learner's movement express feelings				
4.	Is the learner able to comment on the structure and content of the dance and consider its impact to the audience				
5.	Is the learner able to effectively show, explain and teach his/her dance to another learner				
6.	Is the learner aware of the spatial relationship, timing and force				

RUBRIC
ACTIVITY 8 MUSIC

CRITERIA	1	2	3	4
1. IMPROVISATION	Shows limited use of applying skills & techniques to create originality in music performance.	Able to apply a moderate range of skills & techniques in creating melody.	Able to apply a fairly well development range of skills & techniques in creating music concepts.	Able to show an outstanding ability to create original and imaginative material by integrating skills & techniques effectively.
2.COMPOSITION	Is able to show a very basic use of one or two of music elements.	Able to show basic use of the elements of music. Able to capture melodic line partially.	Able to creatively use a variety of skills and techniques in fairly well integrated way.	Is able to show an outstanding ability to produce work in a highly creative and creative way.
3.MUSIC CONCEPTS	Is able to only apply one or two music skills & technical with little effect	Able to integrate music elements	Can integrate most of music elements with success.	Show an outstanding ability to apply and integrate skills, knowledge and techniques in a highly artistic and musical effective way.
4.RHTHYMIC PATTERNS & MELODY	Able to show a very limited ability to portray the mood and theme of the composition.	Able to demonstrate basic interpretation of the mood, and the elements of the composition.	Able to express an understanding of the mood, and with success.	Able to express the mood, theme, and emotions of the composition with a great artistic flair.

Grade: 7

Term: 2

Lesson: 2

Phase: Senior

GRADE: 7	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Human Rights within the Bill of Rights
LO s and As	Learning Activities	Details of Assessment Methods and Tools	Provision for learners with barriers to learning
<p>LO: 1 Creating Interpreting and Presenting (Cluster 2)</p> <p>DANCE</p> <p>AS: Creates and presents dance sequences that focus on the challenge, amongst others, human rights issues such as social and cultural attitudes towards dance gender and disabilities.</p> <p>DRAMA</p> <p>AS: Uses exploration of human rights issues in South Africa as a basis for group improvisation that:</p> <ul style="list-style-type: none"> • Show understanding of basic dramatic structure (who, what, where, when) • Show characters from observation, imitation and imagination. • Incorporate some dramatic elements 	<p>DANCE</p> <p>ACTIVITY 1</p> <p>Teacher directed warm up activity</p> <ol style="list-style-type: none"> 1. Learners find own space in a circle. 2. Educator direct learners to shake their hands, arms, legs, feet and shoulders to all directions. 3. Breathing in and out X8 4. Stretching of arms and legs, count eight times in-between 5. Cooling down – Walk slowly around the circle two times. 6. Learners are instructed to sit in a circle and reflect on the warm-ups <p>ACTIVITY 2</p> <p>Discussions on Human Rights issues and cultural attitudes towards dance gender and disabilities.</p> <ol style="list-style-type: none"> 1. The educator and learners brainstorm the following topics on human rights issues; Positive and Negative attitudes towards children, gender, disabilities and cultural diversity. 2. A DVD/VIDEO/ booklets, pamphlets, magazines with different cultural dance styles of boys, girls, women and men is shown to learners. 3. In groups, learners are asked to list dances of the different ethnic /cultural groups they have seen from the audio visual material that they were shown and choose one dance group. 4. The learners reflect on the dance styles they have chosen. 5. Each group creates a dance reflecting the cultural group they have chosen. <p>ACTIVITY 3</p> <p>Rehearsals</p>	<p>FORMS</p> <p>Performances Oral Presentation</p> <p>METHODS</p> <p>Teacher Group</p> <p>TOOLS</p> <p>Checklist Observation Sheet</p> <p>INFORMAL ASSESSMENT Teacher Assessment (using observation sheet)</p>	<p>physically challenged learners to be involved as much as possible</p>

GRADE: 7	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Human Rights within the Bill of Rights
LO s and As	Learning Activities	Details of Assessment Methods and Tools	Provision for learners with barriers to learning
<p>such grouping, shape and climax to communicate meaning and feeling</p> <p>MUSIC AS: Composes music songs on jingles about human rights issues or to accompany a performance or presentation about human rights.</p> <p>VISUAL ARTS AS: Creates art, craft or design works commenting on human rights issues, and which demonstrate:</p> <ul style="list-style-type: none"> • An ability to experiment at an elementary level with a wide range of materials, techniques, tools and skills. • The ability to identify and use symbols and patterns 	<p>1. Learners rehearse dance sequences they have created. 2. The educator gives guidance.</p> <p>ACTIVITY 4 PRESENTATIONS</p> <p>1. The groups present the dance sequences 2. The teacher and learners evaluate their presentations.</p> <p>ACTIVITY 5 Warm up Activities: Teacher directed activities.</p> <p>1. The teacher asks learners to walk freely, slowly, faster, backwards and sideways. 2. On command they curl like a bud 3. They stretch themselves up symbolising a giraffe and slowly bend down symbolising a rabbit.</p> <p>ACTIVITY 6 Revision of elements of drama.</p> <p>1. The teacher discusses the following with the learners: Characters, roles, mood, time focus, language, movement, symbols, props, plot and script-writing, costumes and setting. 2. The learners remain in the same groups that they were in during the dance activity. 3. Each group is to write a drama script based on the allocated topics e.g. Children's rights, women abuse or disabled persons. (based on the Dance information received)</p>	<p>INFORMAL ASSESSMENT GROUP ASSESSMENT (Discussions)</p> <p>FORMAL ASSESSMENT</p> <p>TOOL RUBRIC</p>	

GRADE: 7	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Human Rights within the Bill of Rights
LO s and As	Learning Activities	Details of Assessment Methods and Tools	Provision for learners with barriers to learning
	<p><u>ACTIVITY 6</u> SCRIPT WRITING 1.Learners in their group develop a script on the allocated topics 2. The educator explains to learners points to consider when writing a script for drama presentations i.e. the elements of Drama</p> <p><u>ACTIVITY 7</u> REHEARSALS 1. Learners chose characters they represent from the script they have written. 2.Feedback from the educator</p> <p><u>ACTIVITY 8</u> Group presentation and reflections</p>	<p><u>FORMS</u> Performances Oral Presentation Script</p> <p><u>METHODS</u> Teacher Group</p> <p><u>TOOLS</u> Checklist Observation Sheet</p>	
SKILLS : Creating, Presenting, sequencing			
KNOWLWDGE : Human Rights Issues, i.e. gender issues, Dance sequence			
VALUES : Social & Cultural attitudes, Respect, Tolerance			
RESOURCES : Costumes, Musical instruments, space			
EXPANDED OPPORTUNITIES :			
TEACHER REFLECTIONS:			

Grade: 7

Term: 2

Lesson: 3

Phase: Senior

GRADE: 7	DATE:	DURATION: 180 Mins	Content in Context Musical instruments in the environment										
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING										
<p>LO2:REFLECTING CLUSTER 2 Music As: Classifies African Instruments in terms of idiophones, Chordophones, Membranophones, Aerophones and Western instruments According to strings, Woodwind, brass and Percussion.</p> <p>AS: Discusses any of the Following types of instruments in terms of the shape, materials used, type of sound, how it is played, what makes the sound</p> <ul style="list-style-type: none"> • Drum- made of wood, <p>Gourds or clay- show the different membranes that are made of cow, goat or</p>	<p><u>ACTIVITY 1</u></p> <ul style="list-style-type: none"> • Learners mention any type of Instruments they know, and the teacher records them on the chalkboard. • Teacher asks individual learners if they have ever played any one of those Instruments. <p><u>ACTIVITY 2</u></p> <ol style="list-style-type: none"> 1. Teacher shows real and pictures of different instruments and their names. 2. The teacher classifies the instruments according to, idiophones, chordophones, membranophones, aero phones 3. Teacher leads learners in classifying African and Western Instruments according to the following: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>AFRICAN</u></td> <td style="width: 50%;"><u>WESTERN</u></td> </tr> <tr> <td>Idiophones</td> <td>Percussion</td> </tr> <tr> <td>Chordophones</td> <td>Strings</td> </tr> <tr> <td>Membranophones</td> <td></td> </tr> <tr> <td>Aero plane</td> <td>Woodwind & brass</td> </tr> </table> <p><u>ACTIVITY 3</u></p> <p>Teacher further explains similar ways of classifying instruments as follows :</p> <ul style="list-style-type: none"> • PERCUSSION INSTRUMENTS They are divided into Idiophones and membranophones. • BRASS INSTRUMENTS They are the Aero phone i.e. Wind Instrument made of metal. • WOODWIND INSTRUMENTS They are the Aerophones i.e. Wind instruments made of wood. • STRING INSTRUMENTS They are the Chordophones i.e. any instrument with string/s attached. 	<u>AFRICAN</u>	<u>WESTERN</u>	Idiophones	Percussion	Chordophones	Strings	Membranophones		Aero plane	Woodwind & brass	<p><u>FORMS</u> Oral presentation Assignment</p> <p><u>METHODS</u> Teacher Peer Group</p> <p><u>TOOLS</u> Checklist</p>	
<u>AFRICAN</u>	<u>WESTERN</u>												
Idiophones	Percussion												
Chordophones	Strings												
Membranophones													
Aero plane	Woodwind & brass												

<p>donkey hide.</p> <ul style="list-style-type: none"> Percussion instruments- Rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone. String instruments- Musical bows, lutes, lyres, Harps, zithers, kora, xalam. Wind instruments- flutes made from bamboo, reeds, wood, Clay and bones Trumpets made of animal horns and wood Clarinets from Savannah Region made of guinea Corn or sorghum stem. Flugelhorn, saxophones and guitar 	<p>ACTIVITY 4 Teacher leads learners to identify instruments according to the following categories.</p> <p>1. PERCUSSION INSTRUMENTS Membranophones: Timpani, Bass Drum, Friction Side Drum, Steel Drum, Bongo Drum, Friction Drum etc. Idiophones: Castanet, Triangle, Clapper, Tambourine, Gong, Cymbal, Bell, Slit Drum, Marimba, Mbira, Xylophone, Rattle.</p> <p>2. BRASS INSTRUMENTS Trumpet, Cornet, Trombone, Euphonium, Tuba, Horn.</p> <p>3. WOODWIND INSTRUMENTS AFRICAN: Reed Pipes, Umtshingo, Impempe, Bhompolo, Horns, Panpipes, Naka, Nanga WESTERN: Recorder, Flute, Clarinet, Bassoon, Oboe, Piccolo, Saxophone</p> <p>4. STRINGED INSTRUMENTS AFRICAN: Uhadi, Umrubhe, Segankule, Umakhweyana, Ukelele. WESTERN: (Divided into 2 sections)</p> <table border="0"> <tr> <td>Bowed</td> <td>Plucked</td> </tr> <tr> <td>Violin</td> <td>Harp</td> </tr> <tr> <td>Viola</td> <td>Guitar</td> </tr> <tr> <td>Cello</td> <td>Zither</td> </tr> <tr> <td>Double Bass</td> <td>Lyre</td> </tr> <tr> <td></td> <td>Mandolin</td> </tr> <tr> <td></td> <td>Banjo</td> </tr> </table> <p>ACTIVITY 5 Teacher demonstrates and explains to the learners how the various instruments are played</p> <p>PERCUSSION</p> <ul style="list-style-type: none"> They all play by being hit, struck, shaken or scraped (idiophones) in various ways. To produce sound on a drum (Membranophones), one needs to hit the membrane with a stick or hand. <p>WIND BRASS</p> <ul style="list-style-type: none"> They are played when air is blown through the mouth piece and causes vibration on the reed. Fingers are used to control/ vary the sound and the desired pitch by closing or 	Bowed	Plucked	Violin	Harp	Viola	Guitar	Cello	Zither	Double Bass	Lyre		Mandolin		Banjo		
Bowed	Plucked																
Violin	Harp																
Viola	Guitar																
Cello	Zither																
Double Bass	Lyre																
	Mandolin																
	Banjo																

	<p>opening the holes on the hollow tube.</p> <ul style="list-style-type: none"> • They are made of brass or metal <p>WOODWIND</p> <ul style="list-style-type: none"> • The playing technique is just the same as same as that of the brass. • The only difference is that they are made of wood. <p>STRINGED</p> <ul style="list-style-type: none"> • They make sound when the string vibrates by plucking or bowing. <p><u>ACTIVITY 6</u> Learners cut and paste the pictures of the various instruments On the charts from their magazines and write their names and also classify them into their respective categories as homework.</p> <p><u>ACTIVITY 7</u></p> <ol style="list-style-type: none"> 1. Teacher leads learners on how to play the musical instruments, to be able to identify different sounds produced. e.g. Drums, Percussion instruments, Stringed instruments, Wind instruments, Trumpets, Clarinets and Flugelhorn. 2. Learners reflect on their experiences. (a checklist is developed for assessment) 		
SKILLS: Classifying ,Sorting, Discussing and Playing			
KNOWLEDGE: African and Western types of instruments			
VALUES: Appreciation, enjoyment			
RESOURCES: Magazines, real instrument			
References : Understanding music Book 1: I.T.Mensah : Real Life Arts & Culture : A. Roberts & M.Mokonyane			
EXPANDED OPPORTUNITIES: Participation in music performances Excursion to Arts Festivals.			
TEACHER REFLECTIONS:			

ACTIVITY 7

CHECKLIST

CRITERIA	YES	NO
1. Are the learners able to classify the instruments according to African and Western cultures?		
2. Are they able to identify different shapes of instruments?		
3. Can they name the material used on each instrument?		
4. Are they able to produce sounds from different instruments?		

Grade: 7

Term: 2

Lesson: 4

Phase: Senior

GRADE: 7	DATE:	DURATION: 480 Mins	CONTENT IN CONTEXT: Human Rights within the Bill of Rights
LO s and ASs	Learning Activities	Details of Assessment Methods and Tools	Provision of learners with barriers to learning
<p>LO: 1 Creating Interpreting and Presenting (Cluster 2)</p> <p>DANCE AS: Creates and presents dance sequences that focus on the challenge, amongst others, human rights issues such as social and cultural attitudes towards dance gender and disabilities in dance.</p> <p>DRAMA AS: Uses exploration of human rights issues in South Africa as a basis for group improvisation that:</p> <ul style="list-style-type: none"> Show understanding of 	<p>DANCE ACTIVITY 1 Teacher directed warm up activity</p> <ol style="list-style-type: none"> Learners find own space in a circle. Educator direct learners to shake their hands, arms, legs, feet and shoulders to all directions. Breathing in and out X8 Stretching of arms and legs, count eight times in-between Cooling down – Walk slowly around the circle two times. Learners are instructed to sit in a circle and reflect on the warm-ups. (informal assessment – observation sheet) <p>ACTIVITY 2 Discussions on Human Rights issues and cultural attitudes towards dance gender and disabilities.</p> <ol style="list-style-type: none"> The educator and learners brainstorm the following topics on human rights issues; Positive and Negative attitudes towards children, gender, disabilities and cultural diversity. A DVD/VIDEO/ booklets, pamphlets, magazines with different cultural dance styles of boys, girls, women and men is shown to learners. In groups, learners are asked to list dances of the different ethnic /cultural groups they have seen from the audio visual material that they were shown and choose one dance group. 	<p>FORMS Performances Script writing Arts processes Displays Oral Presentation</p> <p>METHODS Teacher Group</p> <p>TOOLS Checklist Observation Sheet Rubrics Memorandum</p>	<p>Physically challenged learners to be involved as much as possible. Learners to be given an opportunity to participate in the art discipline they enjoy most.</p>

<p>basic dramatic structure (who, what, where, when)</p> <ul style="list-style-type: none"> Show characters from observation, imitation and imagination. Incorporate some dramatic elements such as grouping, shape and climax to communicate meaning and feeling <p><u>MUSIC</u> AS: Composes music songs on jingles about human rights issues or to accompany a performance or presentation about human rights.</p> <p><u>VISUAL ARTS</u> AS: Creates art, craft or design works commenting on human rights issues, and which demonstrate:</p> <ul style="list-style-type: none"> An ability to experiment at an elementary level with a wide range of materials, 	<p>4. The learners reflect on the dance styles they have chosen. 5. Each group creates a dance reflecting the cultural group they have chosen.(dance in class and continue at home as home work)</p> <p><u>ACTIVITY 3</u> Rehearsals 1. Learners rehearse dance sequences they have created. 2. The educator gives guidance. (informal assessment – observation sheet)</p> <p><u>ACTIVITY 4</u> PRESENTATIONS 1. The groups present their dance sequences in turns. 2.The teacher assesses the presentations (using the rubrics (analytic) 3. The teacher and learners evaluate and discuss the presentations.</p> <p><u>ACTIVITY 5</u> Revision of elements of drama. 1. The teacher discusses the following with the learners: Characters, roles, mood, time focus, language, movement, symbols, props, plot and script-writing, costumes and setting. 2. The learners remain in the same groups that they were in during the dance activity. 3.Each group is to write a drama script based on the allocated topics e.g. Children’s rights, women abuse or disable persons. (based on the Dance information received)</p> <p><u>ACTIVITY 6</u> SCRIPT WRITING 1.Learners in their group develop a script on the allocated topics 2. The educator explains to the learners points to consider when writing a script for drama presentations i.e. the elements of Drama (start writing in class and finish as homework)</p> <p><u>ACTIVITY 7</u> Warm up Activities: Teacher directed activities.</p>		
--	--	--	--

<p>techniques, tools and skills.</p> <ul style="list-style-type: none"> The ability to identify and use symbols and patterns 	<ol style="list-style-type: none"> The teacher asks learners to walk freely, slowly, faster, backwards and sideways. On command they curl like a bud They stretch themselves up symbolising a giraffe and slowly band down symbolising a rabbit They slowly rise up and stretch their arms open. They join their respective groups. <p>ACTIVITY 8 REHEARSALS</p> <ol style="list-style-type: none"> Learners chose characters they represent from the script they have written. Feedback from the educator. <p>ACTIVITY 9 Groups presentations and reflections by the teacher and learners.(memorandum)</p> <p>ACTIVITY 10 Teacher directed warm ups</p> <ol style="list-style-type: none"> Choose one song that you used to sing when you were young, and make sure that everyone in your group knows it. Practise singing it as a group. Now look carefully at each line of the song and sing it in the following way: <ul style="list-style-type: none"> Pair one starts by singing the first line and continues singing the song Pair two starts singing the first line when pair one starts with the second line Pair three starts singing the first line when pair two starts with the second line; and so on. It will be useful to appoint a conductor who will show each pair when to begin. <p>ACTIVITY 11</p> <ol style="list-style-type: none"> Learners clap the notated rhythmic patterns of Tshotsholoza as it appears on the chalkboard. They sing Tshotsholoza. Learners write down some things that they are proud of, about South Africa(human rights) on the board Each group to choose a chorus they know. They discuss the concept of the chorus they have chosen i.e. <ul style="list-style-type: none"> Part of the song that is repeated after each verse Message of the song 		
---	---	--	--

	<ul style="list-style-type: none"> • Melody that can easily be remembered • The pitch <p>6. The learners are to consider the words of the chorus, the beat and the tune or melody.</p> <p>7. The learners are to write down the words and find rhyming words or phrases.</p> <p>8. The learners are to set their words to a tune: It should not be too slow but lively and proud. They could use the call and response technique.</p> <p>9. When presenting the dance created in activity 3 & 4 they must use the jingle songs they have composed in this activity. (checklist)</p> <p><u>ACTIVITY 12</u></p> <p>1. The educator asks learners (as individuals) to draw sketches on their sketch books illustrating pictures based on what they discussed during the dance and drama period i.e. Human Right issues.</p> <p><u>ACTIVITY 13</u></p> <p>1. Revision on the elements of Visual Arts & Design i.e. Topics, Composition, Colour, Style, Technique and Texture.(Discussions)</p> <p><u>ACTIVITY 14</u> <u>Collage making</u> (INDIVIDUAL ACTIVITY)</p> <p>3. Learners to be given an opportunity to choose the material they are to use when making a collage.</p> <p>4. They prepare a backing sheet first in the format required for the picture.</p> <p>5. They cut out (or tear) the main shapes for the picture in whatever materials are to be used.</p> <p>6. Learners are encouraged to try out various arrangements .(pieces can be shifted around until the best composition is found)</p> <p>7. Stick down the main shapes.</p> <p>8. Stick down small details.</p> <p>9. Overlapping to be shown (this is very effective: this shows that although people are</p>		
--	--	--	--

	<p>not the same in appearance, they all have a right to a little piece of space.) 10. Cutting holes in shapes to allow other material to show through is also very effective. 11. Media such as paint, ink, and wax crayons may be used.</p> <p>ACTIVITY 15 1. Learners are to display their collage on the wall. (Rubrics) 2. They are asked to present their collage in a form of an oral presentation.(Rubrics)</p> <p>ACTIVITY 16 The teacher and learners reflect on the activities and the teacher consolidates.</p>		
<p>SKILLS: Creating, Designing, Presenting, Improvising, Exploring, Sequencing, Imitating, Observing, Composing, Experimenting, Designing</p>			
<p>KNOWLWDGE: Human Rights Issues i.e. gender issues, Dance sequence, Dance Elements, Dramatic Structure, Dramatic Elements, Songs, Visual Arts Elements, and Use of wide Range of Materials, use of symbols and patterns & collage, Music elements.</p>			
<p>VALUES: Social & Cultural attitudes, Respect, Tolerance & Empathy.</p>			
<p>RESOURCES: 1. Costumes, Musical instruments, space, old magazines and news papers, glue, pair of scissors, card board, paint, pastels, pencils, buttons, beads etc, any material that will be used when collage is made.</p>			
<p>EXPANDED OPPORTUNITIES: Supply learners with books and newspapers with Human Rights issues for reading. Refer learners to the TV to view Drama series like Soul city.</p>			
<p>Teacher Reflection:</p>			

GRADE 7 ASSESSMENT TOOLS

LO1: CLUSTER 2

DANCE :

ACTIVITY 1: TEACHER DIRECTED WARM UP

CHECKLIST

	CRITERIA	YES	NO
1.	Did the learners execute the movements accurately ?.		
2.	Did the learners use gently, controlled movement in the warm – up ?.		
3.	Did the learner show good postural alignment?.		
4.	Did the learner display an awareness of correct and safe use joints?.		

ACTIVITY 3: DANCE REHEARSALS

OBSERVATION SHEET

NAME /GROUP TEAM:

TITLE OF WORK IN PROCESS: DANCE REHEARSALS

DATE : _____ **GRADE :7**

	STATEMENT	YES / NO	COMMENT
1.	The information is clearly and attractively presented		
2.	The style of dancing is clearly described. Clear reference is made to music.		
3.	The learners have clearly described the place where these dances are performed.		
4.	It is clear which cultural, age, or gender groups participate in this dancing.		
5.	The learners have expressed their ideas on the values of this social dance style clearly.		
	Additional ,interesting information has been added		
7.	The learners show a good understanding of the social function of this type of dancing.		

ACTIVITY 4
DANCE PRESENTATION
RUBRIC : ANALYTIC

Marks		16-20	11-15	06-10	0-05
	CRITEREA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL
1.	Does the dance have a clear focus	Maintains clear focus	Clear focus	Lack focus at times	Lack focus completely
2.	Are the Human Rights issues addressed	Demonstrates dynamics of Human Rights confidently	Demonstrates Human Rights	Shows Human Rights every now and then	Human Rights not evident
3.	Does the dance take care of gender and disabilities	Clearly displayed gender and disabilities	Demonstrate gender and disabilities	Occasional demonstration of gender and disabilities	Gender and disabilities not evident
4.	Does the dance show a flow of sequences	Flawless flow of sequence; seamless	Flow of sequence maintained	Tries to let movements flow a bit awkward now and then	Lack of flow
5.	Are the dance elements displayed	Dance elements displayed effectively	Appropriate display of dance elements	Occasional display of dance elements	Limited display of dance elements

ACTIVITY 6
DRAMA
SCRIPT WRITING
MEMORANDUM

1. Title/Theme/Topic (2)
 2. Characters (5)
 3. A clear Plot (6)
 4. Dialogue (7)
 - Articulation
 - Punctuation
 - Language
 5. Drama elements (10)
- TOTAL: 30 MARKS**

RUBRIC : HOLISTIC

SCORE	DESCRIPTION
4.	-Show, understanding of basic dramatic structure with enthusiasm. -Show characters from imagination, observation. -Incorporate all dramatic elements.
3.	-Show understanding of basic dramatic structure. -Show character from imagination and observation. -Incorporate some dramatic elements.
2.	-Show little understanding of basic dramatic structure. -Show little knowledge of character imagination and observation. -Incorporate very few dramatic elements.
1.	Do not show understanding of basic dramatic elements and characters.

ACTIVITY 14: COLLAGE MAKING**RUBRIC**

	MARKS	16-20	15-10	9-6	5-0
	CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1.	Did the learner say something about the physical diversity in the country?.	Made an interesting point about diversity and variety	Made comments on physical diversity	Could have focused more on variety to show diversity	No variety did not address the topic
2.	Did the learner make use of enough magazine and newspaper cuttings ?	Found and use a variety of interesting cuttings : no blank spots.	Made use of enough cuttings : very few blank spots to be seen.	More cuttings could have filled blank spots.	Very few cuttings ;large areas left blank.
3	Did the learner use a unifying color in the collage?	Used a unifying color -well chosen and appropriate	Used a unifying color	Used color but did not use it effectively	Did not use a unifying color
4	Did the learner used the required media effectively (was it well done)?	Three different types of media used; very	Used three different types of media nicely	Used two types of media only; more effort could	Used one medium only; no evidence

		effective- stands out		have been put in	of effort
5	Was the design well balanced?	Design is well balanced and carefully planned	Design is well balanced	Design is a bit uneven – more thought could have been put in	Items are all crammed into a corner- design was not properly planned

**ACTIVITY 14
COLLAGE
HOLISTIS RUBRIC**

SCORE	TASK PRFORMED	MARKS
4	The learner shows understanding of all the media's influence on the public's body image. The learner makes use of the collage in making his / her case The learner gives reasons for his or her opinions. The learner cope with the questions asked about the presentation and/ collage.	20-15
3	The learner shows some understanding of the media's influence on the public's body image. The learner makes few use of the collage in making his / her case. The learner gives some reasons for his or her opinions. The learner cope with few questions asked about the presentation and/ collage.	14-11
2	The learner show little an understanding of the media's influence on the public's body image. The learner makes little use of the collage in making his / her opinions. The learner gives few reasons for his or her opinions. The learner does not cope with the questions asked about the Presentation and/ collage.	10-6
1	The learner show no understanding of the media's influence on the public's body image. The learner make no use of the collage in making his / her opinions. The learner gives no reasons for his or her opinions.	5-0

ACTIVITY 11
MUSIC
CHECKLIST1

		Yes/ No
1	Learners discussed the history of the song	
<u>2</u>	Do learners wrote the lyrics for a song?	
<u>3</u>	Do they show understanding of music elements (pitch, dynamics, note values)?	
<u>4</u>	Is the message talking to the Human Rights?	
<u>5</u>	Are all members of a group sang?	

Grade: 7

Term: 2

Lesson: 5

Phase: Senior

GRADE: 7	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical and Personal Development. Improvisation incorporating elements/concepts of Dance and Music
LO s and ASs	Learning Activities	Details of Assessment Methods and Tools	Provision for learners with barriers to learning
<p>LO 1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3)</p> <p><u>DANCE</u> AS: Improvises to explore choreographic design concepts:</p> <ul style="list-style-type: none"> • Space – direction, levels, symmetry, Asymmetry; • Time – duration, pace, pulse, phrasing; • Force – yielding to and resist gravity, active and passive movement. <p><u>MUSIC</u> AS: Improvises and creates music phrases using concepts such as mood, form and contrast.</p>	<p><u>ACTIVITY 1</u> Teacher directed warm up activity</p> <ol style="list-style-type: none"> 1. Place enough hoops well spaced on the floor to allow for one hoop per person. 2. Run very fast amongst the hoops without touching them (music on the background) 3. When the music stops, freeze inside a hoop. 4. Remove a few hoops. 5. Run with hands clasped behind your back. When the music stops release your hands and freeze surrounding the hoop. 6. Run backwards amongst the hoops, again without touching them, and when the music stops freeze inside a hoop. If any part of your body is outside the hoop you are off the game.(ufile) 7. There will now be more than one person in some of the hoops. 8. Leap from hoop to hoop touching only the inner circles of the hoops. 9. When the music stops everyone freezes. <p><u>ACTIVITY 2</u> The Dance elements are done practically by the teacher and the learners.</p> <p>SPACE (sharing of space)</p> <ol style="list-style-type: none"> 1. In twos, one person (A) makes a shape with his/her body. 2. The partner (B) fits into A's negative space. 3. A extricates himself/herself into (B)'s negative space. <p>Repeat the activity and add music for atmosphere/mood</p>	<p><u>FORM</u> PRACTICAL DEMONSTRATION</p> <p><u>METHOD</u> TEACHER GROUP</p> <p><u>TOOL</u> CHECKLIST RUBRICS</p>	

4. Working with the whole class, form a long line.
 5. (A) makes a shape. (B) fits into (A) negative space. (C) fits into B's negative space and so on until the whole class is connected.
 6. Then (A) extricates him/her and runs on to join the line and so on.
 Do this at increasingly faster speeds to different types of music for variations.

DIRECTION

1. Run fast and when you meet another person or object turn sharply and keep running in a different direction.
2. Alternate moving forward and backward
As if you are on a swing.
3. Move sideways, leading with different parts of the body.
4. Move as if you are a wave rolling forward and breaking on the sand, then being sucked back into the sea.
5. Focus on a spot in the room; move towards and away from it in as many different ways and moods as possible.

LEVELS

1. Explore moving at low level i.e.

Crawling	sliding	sitting
Crouching	dragging	slithering
Wriggling	rolling	

2. at a middle level between low and high i.e.

Kneeling	standing	gliding	travelling
----------	----------	---------	------------

3. at a high level

Jumping	skipping	hopping	galloping
Leaping	flying		

SYMMETRY AND ASYMMETRY

1. Each learner works alone with eyes closed, sculpt an imaginary shape.
2. Now become that shape and freeze.
3. The teacher selects four examples, two that are symmetrical and two that are asymmetrical and elicit from the rest of the class

	<p>what the differences are.</p> <ol style="list-style-type: none"> 4. The learners are to create two symmetrical and two asymmetrical shapes, join them together, in any order and add transitions from one shape to the next. 5. Vary the speed /pace, level and direction of the transitions. 6. In pairs, learners teach one another the movements and join the two movement sentences and arrange them. 7. Now using the bodies create four symmetrical and asymmetrical shapes, joining them and developing the transitions between each shape. <p><u>RHYTHMIC PATTERNS</u></p> <ol style="list-style-type: none"> 1. Listen to a piece of music with a regular beat. 2. Clap the regular beat, and then clap across the beat in an irregular rhythm. 3. Listen to music that does not seem to have a regular pattern. 4. The teacher together with the learners defines rhythm and rhythmic pattern. <p>(informal assessment- checklist)</p> <p><u>ACTIVITY 3</u></p> <ol style="list-style-type: none"> 1. The learners are to choreograph a dance based on the above activities. <p>(they can continue rehearsing this after school as homework)</p> <p><u>ACTIVITY 4</u></p> <p>Rehearsals in class and the teacher gives guidance (group discussions)</p> <p><u>ACTIVITY 5</u></p> <p>Presentations by groups and Reflections by both learners and teachers. (formal assessment – Rubrics)</p> <p><u>ACTIVITY 6</u></p> <ol style="list-style-type: none"> 1. The teacher chooses a song that all the learners know well. 2. Ask them to sing the song as they remember it. 3. Divide the learners into groups of five. 4. The first group that uses body percussion should provide a 		
--	--	--	--

	<p>steady beat.</p> <p>5. The second group add the melody.</p> <p>5. The third group should provide a simple rhythmic pattern that fits into the beat with drumming techniques.</p> <p>6. The fourth group should hum higher and lower than the melody.</p> <p>7. The fifth group should focus on polyrhythm (off the beat rhythms).</p> <p>8. The group to incorporate the dance they choreographed during the dance lessons.</p> <p>ACTIVITY 7 Rehearsals</p> <p>1.The group rehearse with the assistance of the teacher</p> <p>2. The groups are supplied with assessment tools to assess the performing groups.</p> <p>2.Each group performs in front of the class</p> <p>3. After each group performance the class and the teacher reflect on the performance indicating areas of improvement. (checklist)</p> <p>ACTIVITY 8 Final Performance</p> <p>1 .Each group to showcase their improvised music, making use of a variety of found instruments showing an understanding of mood, form and contrast. (Rubrics)</p>		
SKILLS: Creating ,Exploring ,Designing ,Choreographing, Improvising			
KNOWLEDGE: Design concepts, Music Phrases			
VALUES: Tolerance, Respect, Enjoyment, Appreciation			
RESOURCES: Hoops, Dance Floor, Space, Percussion Instruments, Radio/DVD, Tapes, Teaching Creative Dance (Hand Book) by Jennifer van Papendorp & Sharon Friedman, Successful Arts & Culture grade 7 by Sandy Johnson & Else Maxwell			
EXPANDED OPPORTUNITIES: Choreographing & Composing a solo Dance and Music			
TEACHER REFLECTION:			

ACTIVITY 5
DANCE RUBRIC

	CRITERIA	4	3	2	1
1.	Is the learner able to use and transform design concepts of Dance to form a new Dance				
2.	Is the learner able to participate and explore different ideas through dance				
3	Does the learner's movement express feelings				
4.	Is the learner able to comment on the structure and content of the dance and consider its impact to the audience				
5.	Is the learner able to effectively show, explain and teach his/her dance to another learner				
6.	Is the learner aware of the spatial relationship, timing and force				

RUBRIC
ACTIVITY 8 MUSIC

CRITERIA	1	2	3	4
1. IMPROVISATION	Shows limited use of applying skills & techniques to create originality in music performance.	Able to apply a moderate range of skills & techniques in creating melody.	Able to apply a fairly well development range of skills & techniques in creating music concepts.	Able to show an outstanding ability to create original and imaginative material by integrating skills & techniques effectively.
2.COMPOSITION	Is able to show a very basic use of one or two of music elements.	Able to show basic use of the elements of music. Able to capture melodic line partially.	Able to creatively use a variety of skills and techniques in fairly well integrated way.	Is able to show an outstanding ability to produce work in a highly creative and creative way.
3.MUSIC CONCEPTS	Is able to only apply one or two music skills & technical with little effect	Able to integrate music elements	Can integrate most of music elements with success.	Show an outstanding ability to apply and integrate skills, knowledge and techniques in a highly artistic and musical effective way.
4.RHTHMIC PATTERNS	Able to show a very limited	Able to demonstrate basic	Able to express an	Able to express the mood,

& MELODY	ability to portray the mood and theme of the composition.	interpretation of the mood, and the elements of the composition.	understanding of the mood, and with success.	theme, and emotions of the composition with a great artistic flair.
----------	---	--	--	---

Grade: 8

Term: 2

Lesson: 1

Phase: Senior

GRADE 8	DATE:	DURATION: 240 Minutes	CONTENT IN CONTEXT: Personal Development Improvisation incorporating elements/ concepts in Dance and Drama: Wedding Day
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3) <u>DANCE: ADDITIONAL</u> AS: Improvises, composes and combines movement motifs, using:</p> <ul style="list-style-type: none"> • Movements or gestures; • Repetition and stillness; • Contrasting dynamics. <p><u>DRAMA: GENERIC</u> AS: With teacher direction, participates in creating and presenting a written sketch or polished improvisation based on popular culture. This item</p>	<p>Activity 1 - Warm-up exercises, eg walking slowly and faster, freeze with a gesture, running hopping, gliding, stretching, transferring weight, etc - Teacher-directed activities, eg giving instructions, such as:</p> <ol style="list-style-type: none"> 1. Stillness 8 times 2. Walk forward 8 times, backward 8 times, to the right 8 times, to the left 8 times 3. Sliding to the left and right 4 times. 4. Galloping forward, backward, sideways 4 times 5. Jumping with a gesture and landing safely. <p>Activity 2</p> <ul style="list-style-type: none"> • The teacher divides the learners into groups. • Each group will discuss how to arrange their movements and the props that they are going to use. • After that they will compose and improvise their own movement motifs using units of action such as, jump, walk, bend, stretch, twist, turn, etc. • The learners are instructed to start their dance with stillness and end their dance with gesture. • They are to add contrasting dynamics like high and low; light and heavy; slow and fast. 	<p><u>FORMS</u> Performance</p> <p><u>METHODS</u> Teacher Group Peer</p> <p><u>TOOLS</u> Rubric Observation Sheet Check list</p> <p><u>FORMS</u> Performance</p> <p><u>METHODS</u> Teacher Group</p>	<p>Lack of space: The teacher can take the learners outside.</p>

GRADE 8	DATE:	DURATION: 240 Minutes	CONTENT IN CONTEXT: Personal Development Improvisation incorporating elements/ concepts in Dance and Drama: Wedding Day
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>should:</p> <ul style="list-style-type: none"> • Show knowledge of target audience; • Use resources that enhance the piece; • Make use of appropriate dramatic elements; • Incorporate other art forms 	<p>Activity 3 The learners practice / rehearse their dance to be used in their dramatic performance.</p> <p>Activity 4 Learners will perform cooling down exercises after the performance.</p> <p>Activity 5 The learners are given a topic, eg wedding. They discuss with the teacher which steps are taken when planning a traditional wedding.</p> <p>Activity 6 Learners are divided into groups. Each group will create a written sketch on each step of the traditional wedding starting from the proposal (<i>oonozakuzaku</i>), discussion on dowry, planning for the wedding and the wedding itself. (Learners can watch DVD's of traditional wedding practices. They may also be referred to the print media). The teacher helps them to incorporate the dramatic elements, the use of props that can include music instruments, body percussion, costumes and incorporation of other art forms.</p>	<p>Peer</p> <p>TOOLS Analytic Rubric</p>	

GRADE 8	DATE:	DURATION: 240 Minutes	CONTENT IN CONTEXT: Personal Development Improvisation incorporating elements/ concepts in Dance and Drama: Wedding Day
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>Activity 7 Learners practise and rehearse their dramatic performance incorporating dance and other art forms .</p> <p>Activity 8 Learners perform their dramatic performance incorporating other art forms.</p>		
SKILLS: dance skills: improvising, creating, exploring, designing, balancing, jumping, safe landing, choreography, planning, presenting; drama skills: creating, writing, performing; music skills: reading, writing/notating, playing, composing, performing			
KNOWLEDGE: warm-up and cooling down exercises; movement motifs; written sketch; wedding; dramatic elements			
VALUES: sharing, enjoyment, co-operation, respect, tolerance			
RESOURCES: audiovisual aids, print media, musical instruments, body percussion, dance / floor space; rehearsal room /space; flashcards (dance – units of action) props			
EXPANDED OPPORTUNITIES: Learners can watch television programmes and write a paragraph on performances.			
Teacher Reflection:			

EXAMPLAR OF GRADE 8 HOLISTIC RUBRIC

LO & ASS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3) DANCE: ADDITIONAL AS: Improvises, composes and combines movement motifs, using:</p> <ul style="list-style-type: none"> • Movements or gestures; • Repetition and stillness; • Contrasting dynamics. <p>DRAMA: GENERIC AS: With teacher direction, participates in creating and presenting a written sketch or polished improvisation based on popular culture. This item should:</p> <ul style="list-style-type: none"> • Show knowledge of target audience; • Use resources that enhance the piece; • Make use of appropriate dramatic elements; • Incorporate other art forms 	<p>The learners demonstrate Outstanding participation in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms with feeling.</p>	<p>The learners are able to participate in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>	<p>The learners are inconsistent in participating, creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>	<p>The learners show little participation, in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>

Grade: 8

Term: 2

Lesson: 2

Phase: Senior

GRADE 8	DATE:	DURATION: 240 Minutes	CONTENT IN CONTEXT : Personal Development Improvisation incorporating elements/concepts in Dance and Drama: Wedding Day
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3) <u>DANCE: ADDITIONAL</u> AS: Improvises, composes and combines movement motifs, using:</p> <ul style="list-style-type: none"> • Movements or gestures; • Repetition and stillness; • Contrasting dynamics. <p><u>DRAMA: GENERIC</u> AS: With teacher direction, participates in creating and presenting a written sketch or polished improvisation based on popular culture. This item should:</p> <ul style="list-style-type: none"> • Show knowledge of target audience; • Use resources that enhance the piece; 	<p>Activity 1 - Warm-up exercises, eg walking slowly and faster, freeze with a gesture, running hopping, gliding, stretching, transferring weight, etc - Teacher-directed activities, eg giving instructions, such as:</p> <ol style="list-style-type: none"> 1. Stillness 8 times 2. Walk forward 8 times, backward 8 times, to the right 8 times, to the left 8 times 3. Sliding to the left and right 4 times. 4. Galloping forward, backward, sideways 4 times 5. Jumping with a gesture and landing safely. <p>Activity 2</p> <ul style="list-style-type: none"> • The teacher divides the learners into groups. • Each group will discuss how to arrange their movements and the props that they are going to use. • After that they will compose and improvise their own movement motifs using units of action such as, jump, walk, bend, stretch, twist, turn, etc. • The learners are instructed to start their dance with stillness and end their dance with gesture. • They are to add contrasting dynamics like high and low; light and heavy; slow and fast. <p>Activity 3 The learners practice / rehearse their dance to be used in their dramatic performance.</p> <p>Activity 4</p>	<p><u>FORMS</u> Performance</p> <p><u>METHODS</u> Teacher Group Peer</p> <p><u>TOOLS</u> Rubric Observation Sheet Check list</p> <p><u>FORMS</u> Performance</p> <p><u>METHODS</u> Teacher Group Peer</p> <p><u>TOOLS</u> Analytic Rubric</p>	<p>Lack of space: The teacher can take the learners outside.</p>

GRADE 8	DATE:	DURATION: 240 Minutes	CONTENT IN CONTEXT : Personal Development Improvisation incorporating elements/concepts in Dance and Drama: Wedding Day
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<ul style="list-style-type: none"> • Make use of appropriate dramatic elements; • Incorporate other art forms 	<p>Learners will perform cooling down exercises after the performance.</p> <p>Activity 5 The learners are given a topic, eg wedding. They discuss with the teacher which steps are taken when planning a traditional wedding.</p> <p>Activity 6 Learners are divided into groups. Each group will create a written sketch on each step of the traditional wedding starting from the proposal (<i>oonozakuzaku</i>), discussion on dowry, planning for the wedding and the wedding itself. (Learners can watch DVD's of traditional wedding practices. They may also be referred to the print media). The teacher helps them to incorporate the dramatic elements, the use of props that can include music instruments, body percussion, costumes and incorporation of other art forms.</p> <p>Activity 7 Learners practise and rehearse their dramatic performance incorporating dance and other art forms.</p> <p>Activity 8 Learners perform their dramatic performance incorporating other art forms.</p>		
SKILLS: dance skills: improvising, creating, exploring, designing, balancing, jumping, safe landing, choreography, planning, presenting; drama skills: creating, writing, performing; music skills: reading, writing/notating, playing, composing, performing			
KNOWLEDGE: warm-up and cooling down exercises; movement motifs; written sketch; wedding; dramatic elements			
VALUES: sharing, enjoyment, co-operation, respect, tolerance			
RESOURCES: audiovisual aids, print media, musical instruments, body percussion, dance / floor space; rehearsal room /space; flashcards (dance – units of action) props			
EXPANDED OPPORTUNITIES: Learners can watch television programmes and write a paragraph on performances.			

GRADE 8 HOLISTIC RUBRIC

LO &ASS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3) DANCE: ADDITIONAL AS: Improvises, composes and combines movement motifs, using:</p> <ul style="list-style-type: none"> • Movements or gestures; • Repetition and stillness; • Contrasting dynamics. <p>DRAMA: GENERIC AS: With teacher direction, participates in creating and presenting a written sketch or polished improvisation based on popular culture. This item should:</p> <ul style="list-style-type: none"> • Show knowledge of target audience; • Use resources that enhance the piece; • Make use of appropriate dramatic elements; • Incorporate other art forms 	<p>The learners demonstrate Outstanding participation in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms with feeling.</p>	<p>The learners are able to participate in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>	<p>The learners are inconsistent in participating, creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>	<p>The learners show little participation, in creating and presenting a polished improvisation based on popular culture showing knowledge of target audience; use of resources that enhance the piece; use of appropriate dramatic elements and incorporating other art forms.</p>

Grade: 8

Term: 2

Lesson: 3

Phase: Senior

GRADE 8	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Diverse Culture of Southern Africa • Xhosa • Sotho • Pedi • Zulu • Afrikaner etc
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 2)</p> <p>DANCE: ADDITIONAL AS: Performs dance steps and combinations from at least two different styles or traditions of southern Africa.</p> <p>MUSIC: ADDITIONAL AS: Creates an integral musical presentation interpreting a message, incorporating dance, drama and visual elements</p> <p>VISUAL ARTS:GENERIC</p>	<p>ACTIVITY 1 . Warm-up exercises, e.g walking slowly and faster, freeze with a gesture, running hopping, gliding, stretching, transferring weight, etc - Teacher-directed activities, e.g giving instructions, such as: 1. Stillness 8 times 2. Walk forward 8 times, backward 8 times, to the right 8 times, to the left 8 times 3. Sliding to the left and right 4 times. 4. Galloping forward, backward, sideways 4 times 5. Jumping with a gesture and landing safely.</p> <p>ACTIVITY 2 Learners are then divided into groups and have to discuss the diverse cultural groups of South Africa. Learners have to identify the type of dances performed by these different cultural groups. The learners are then asked to look at their own background and identify two local groups as well as the type of traditional dance performed by these local groups.</p> <p>ACTIVITY 3 Still working in their groups, learners are then asked to adopt and identify with the local cultural group. They must brainstorm around the culture of the respective cultural groups putting emphasis on dance and music.</p> <p>ACTIVITY 4 Learners, with the supervision of the teacher ,will then rehearse the dance and music activities done by their chosen cultural groups.</p> <p>ACTIVITY 5 Learners will perform a demonstration of their dance and music activity through the local cultural group they have adopted to the rest of the class.</p> <p>ACTIVITY 6</p>	<p>FORM:</p> <ul style="list-style-type: none"> • Performances • Oral presentation • Worksheet • Arts Processes and Products <p>METHOD:</p> <ul style="list-style-type: none"> • Teacher • Peer • Group <p>TOOL:</p> <ul style="list-style-type: none"> • Rubric Checklist 	<p>Learners with physical challenge to be assisted and are given alternative roles.</p>

GRADE 8	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Diverse Culture of Southern Africa <ul style="list-style-type: none"> • Xhosa • Sotho • Pedi • Zulu • Afrikaner etc
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
AS: Creates and presents an artefact using ideas from popular culture or the mass media.	Each group is then required to identify itself with a character of their choice within the chosen local group that they have been working on. They must make a portrait of their chosen character, collect pictures of their character. ACTIVITY 7 Each group will then be asked by the teacher to bring a variety of all waste and found material from home. This material will be used in class by the learners in creating different artefacts that portray their favourite characters they have chosen within the cultural local group ACTIVITY 8 Each group will then come to the front of the class to do a demonstration or exhibition of the work they have done.		
SKILLS : Creating, interpreting, presenting, blending, dancing, expressing, singing,			
KNOWLEDGE: Dance steps. South African dances, music from immediate cultural communities and African countries			
VALUES: Enjoyment, sharing, appreciation, teamwork, respect and tolerance.			
Resources: costumes, drums, props, audiovisual aids, body percussions, dance floor/space			
EXPANDED OPPORTUNITIES: Learners encouraged to listen to different kinds of traditional music and watch different types of traditional dances. : Participating in traditional musical and dance performances			
TEACHER REFLECTION:			

**ASSESSMENT TOOLS
LEARNERS' PERFORMANCE**

Assessment criteria The learner demonstrates: Concentration	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Awareness of correct, safe use of spine and limbs	Excellent portrayal of Correct, safe use of spine and limbs	Satisfactory portrayal of correct , safe use of spine and limbs	Parcial portrayal of correct , safe use of spine and limbs	Limited portrayal of correct , safe use of spine and limbs
Movement across space in combinations of steps with co-ordination, style and musicality	Excellent movement across space in combinations of steps with co-ordination style and musicality	Satisfactory movement across space in combinations of steps with co-ordination style and musicality	Parcial movement across space in combinations of steps with co-ordination style and musicality	Limited movement across space in combinations of steps with co-ordination style and musicality

CHECK LIST

CRITERIA	YES	NO
Did the educator explain clearly to the learners what is expected of them?		
Did the educator stimulate the learners interest by showing them visual material?		
Did the educator guide and supervise the learners throughout the process?		
Did the learners make their own decisions?		
Did all the learners participate in the activity and discussion?		
Did the lesson achieve it's outcome?		
Was the event/festival a success?		

Grade: 9

Term: 2

Lesson: 1

Phase: Senior

GRADE : 9	DATE:	DURATION : 4 Hours	CONTENT IN CONTEXT : How art is shaped by the passage of time.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 4 : EXPRESSING AND COMMUNICATING</p> <p>CLUSTER 1</p> <p>Dance AS: Explains how dance is shaped by and reflects the values of the times and is influenced by music, press, fashion and technology.</p> <p>Music AS: Explains how technology has influenced music over time.</p> <p>Visual Arts AS: Explains how art reflects and affects cultures, life styles,</p>	<p>ACTIVITY 1 [COLLECTION OF MATERIAL] Teachers and learners collect material e.g. newspapers, photographs which show how the different arts discipline have been affected over time.</p> <p>ACTIVITY 2 [QUESTION AND ANSWER] Teacher led activity Learners respond to the teacher’s questions on how arts disciplines influenced each other over time.</p> <p>The teacher explains to the learners how technology has contributed to the manner in which these disciplines evolved over time: e.g That music used to be performed live at a specific venue and time. Through technology, music performances are recorded, produced and distributed for mass consumption. Some contemporary dances have been influenced by “new” music styles. Additional information is given to the teacher etc.</p> <p>Teacher can test the learners knowledge</p> <p>ACTIVITY 3 [Research Project] The teacher gives a research project so that learners gather more information on changes of each discipline on age and time</p> <p>[REPORT BACK] The learners present their reports and the educator consolidates the findings. The learners use the information to compile their arts and Culture Dictionary.</p>	<p>FORM</p> <p>Project</p> <p>METHOD</p> <p>Educator</p> <p>TOOL</p> <p>Rubric</p>	<p>RESOURCES</p> <p>Those who have no resources like internet for more information , will use magazines, newspapers, photographs [improvisation]</p> <p>Learners who are in boarding school could have problem in accessing information from the elders. The educator should ask staff members to donate old newspapers and magazines. Senior teachers in the school or nearby schools should be interviewed instead of the children going to the community.</p>

GRADE : 9	DATE:	DURATION : 4 Hours	CONTENT IN CONTEXT : How art is shaped by the passage of time.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
beliefs and fashions.	<p>ACTIVITY 4 The learners are divided into five groups . Each group discusses one of the following topics:</p> <ul style="list-style-type: none"> . How dance is shaped by values of the passage of time. . How dance is shaped by music . How dance is influenced by place. . How dance is shaped by fashion . How dance is shaped by technology. <p>The learners are going to utilise the material collected in activity 1. The responses will be written on the flip charts / cartridge papers. The learners will paste relevant cuttings/ pictures/ photographs in preparation for display.</p> <p>ACTIVITY 5 [GALLERY WALK]</p> <p>The learners display their products on the wall around the classroom. Thereafter the learners move around. Each group should have a presenter who would explain the responses/ findings. The educator consolidates the findings or responses. At the end of the display the learners collect all their work and put it in their art and culture museum/storeroom.</p>		

GRADE : 9	DATE:	DURATION : 4 Hours	CONTENT IN CONTEXT : How art is shaped by the passage of time.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>ACTIVITY 6 [CLASS DISCUSSION]</p> <p>With teacher guidance the learners explain how technology has influenced music over time. Deliberations are written on the chalkboard. The learners write the information in their workbooks.</p> <p>ACTIVITY 7 [PROJECT]</p> <p>The learners are given a project to write individually about how art reflects and affects cultures, lifestyles, beliefs, and fashions. The project should have the following :</p> <ul style="list-style-type: none"> . Table of contents . Introduction . Content/body <ul style="list-style-type: none"> - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion - Illustrations . Conclusion . Bibliography/ References. <p>NB Not less than 6A4 Pages</p>		

GRADE : 9	DATE:	DURATION : 4 Hours	CONTENT IN CONTEXT : How art is shaped by the passage of time.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	ACTIVITY 8 [SUBMISSION AND MARKING OF THE PROJECT] The learners submit their projects. The educator marks and allocates marks.		
SKILLS: Explaining, dancing, shaping, reflecting, influencing , believing			
KNOWLEDGE: How dance is shaped by the values of the times, how dance is influenced by music, press, fashion and technology. How technology has influenced music over time. How Art Reflects and affects cultures, lifestyles, beliefs and fashions.			
VALUES: Sensitivity , appreciation, respect , tolerance, empathy, understanding			
RESOURCES: Magazines, glue , scissors, prestic, crayons, newspapers, exam pads for writing projects			
EXPANDED OPPORTUNITIES: Learner conduct interviews with elders in the community to find out how music, visual arts and dance have changed over time.			
TEACHER REFLECTIONS:			

ASSESSMENT TOOL : RUBRIC

LO 4: EXPRESSING AND COMMUNICATING CLUSTER 1

Dance

AS: Explains how dance is shaped by and reflects the values of the times and is influenced by music, press, fashion and technology.

Music

AS: Explains how technology has influenced music over time.

Visual Arts

AS: Explains how art reflects and affects cultures, life styles, beliefs and fashions.

Instruction: The learners are given a project to write individually about how art reflects and affects cultures , lifestyles, beliefs, and fashions. The project should have the following :

- . Table of contents
- . Introduction
- . Content/body
 - How art reflects and affects cultures
 - How art reflects and affects life styles
 - How art reflects and affects beliefs
 - How art reflects and affects fashion
- Illustrations
- . Conclusion
- . Bibliography/ References.

NB Not less than 6 A4 Pages.

Pages should not be less than 6 A4 pages.

CRITERIA	OUTSTANDING ACHIEVEMENT	SATISFACTORY ACHIEVEMENT	PARTIAL ACHIEVEMENT	NOT ACHIEVED
Table of contents	It has all the required	It has all the required	It does not meet the	No table of contents

	information. It is logically arranged showing progression from one item to another.	information	requirements { page numbers are not indicated.	
Introduction	Relevant introduction that gives a clear picture of what to happen.	Introduction available and shows the link to the content.	Very brief introduction and does not flow smoothly into the content.	Vague introduction
Content - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion	Outstanding presentation of the content moving beyond the average requirements by citing a variety of examples in all the art forms ie. - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion	Content covers all the required items ie :- - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion	Content focused on either one and minimal information on the other- - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion	Very limited information concentrating on one aspect : - How art reflects and affects cultures - How art reflects and affects life styles - How art reflects and affects beliefs - How art reflects and affects fashion
Use of illustrations	A very wide range of relevant illustration.	Used relevant illustrations	Few illustration used	Very few illustrations Which are not very much relevant.
Conclusion	The discussion brilliantly summarised.	Satisfactory conclusion done	Irrelevant conclusion	No conclusion
References	Wide range of references listed in the correct way [Indicating the names of authors, title , publisher, page references , year of publication,, etc.]	References listed in the correct way.	Few references	No references

Grade: 9

Term: 2

Lesson: 2

Phase: Senior

GRADE : 9	DATE:	DURATION: 3 Hours	CONTENT IN CONTEXT : Creation of Visual Artworks
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 1 : CREATING, INTERPRETING AND PRESENTING</p> <p>CLUSTER 5</p> <p>VISUAL ARTS (Additional) AS : Creates artworks which demonstrates :</p> <ul style="list-style-type: none"> . Preparation activities such as sketching, collecting of visual references and selection of tools and materials . Use of conventional or experimental processes and techniques, with attention to appropriate choice of materials. . Exploration and representation of specific patterns and design motifs which feature in south African history <p>AS: Selects, prepares, and mounts own and group artworks (including signage</p>	<p>ACTIVITY 1 [PREPARATION ACTIVITY FOR CREATION OF ARTWORKS]</p> <p>The learners collect visual references for example photographs, drawing , pictures from magazines etc. Thereafter they collect the tools (pencils , paint , charcoal etc) and materials (drawing books, sketching pads, canvas, masonite board)</p> <p>ACTIVITY 2 [EXPLANATION – CHOICE OF MATERIAL]</p> <p>The educator explains to the learners about the use of conventional or experimental processes and techniques needed for the appropriate choice of material.</p> <p>ACTIVITY 3 [EXPLORATION]</p> <p>The learners explore [try] own patterns making use of different shapes – triangular shape , vertical, square, circular , etc either printing, drawing , painting etc. Afterwards they choose the specific pattern they are going to use for their artwork.</p> <p>ACTIVITY 4 [PROCESSING THE ACTUAL ARTWORK]</p> <p>The learners choose the relevant tools and material and start creating their artwork , taking into account the elements of visual arts [line, shape, colour, composition, form , texture. Tone etc.</p>	<p>FORM</p> <p>Art processes and products.</p> <p>METHOD</p> <p>Educator</p> <p>TOOL</p> <p>Rubric</p>	<p>SPACE</p> <p>If there is no enough space the learners should work outside the classroom.</p>

GRADE : 9	DATE:	DURATION: 3 Hours	CONTENT IN CONTEXT : Creation of Visual Artworks
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
and labelling) for a public presentation.	<p>ACTIVITY 5 [MOUNTING OF ARTWORK] The learners sign and mount their artwork for display. The educator assesses work and allocates marks.</p>		
<p>SKILLS: Creating, demonstrating, preparing, sketching, collecting, mounting, processing, exploring, representing, designing, selecting, signing , labelling, presenting</p>			
<p>KNOWLEDGE: visual artwork, visual references, tools and materials ,experimental processes and techniques, specific patterns and design motifs which feature in South African history</p>			
<p>VALUES: Teamwork, perseverance, sharing, tolerance , appreciation</p>			
<p>RESOURCES: Pencils , magazines, crayons, charcoal, paint, brushes , sketching pads, drawing books, pieces of cloth, easel, canvas</p>			
<p>EXPANDED OPPORTUNITIES: The learners should be encouraged to visit art centres where available.</p>			
<p>TEACHER REFLECTIONS:</p>			

ASSESSMENT TOOL: ANALYTIC RUBRIC

LO 1: CREATING, INTERPRETING AND PRESENTING

CLUSTER 5

VISUAL ARTS (Additional)

AS: Creates artworks which demonstrates:

- . Preparation activities such as sketching, collecting of visual references and selection of tools and materials
- . Use of conventional or experimental processes and techniques, with attention to appropriate choice of materials.
- . Exploration and representation of specific patterns and design motifs which feature in South African history

AS: Selects, prepares, and mounts own and group artworks (including signage and labelling) for a public presentation.

Instruction : The educator asks the learners to collect visual references, tools and materials , use conventional, or experimental processes and techniques to create artworks using specific patterns and design motifs which feature in South African history. They have to mount [sign and label] their artworks

CRITERIA	OUTSTANDING ACHIEVEMENT	SATISFACTORY ACHIEVEMENT	PARTIAL ACHIEVED	NOT ACHIEVED
	[7 – 8]	[5 -6]	[3 – 4]	[1 – 2]
Collecting visual references , tools and materials	The learners collected a wide range of appropriate visual references, tools and materials.	The learners are able to collect visual references like drawing, photographs and pictures from magazines, tools and materials.	Learners collected limited number visual references tools and materials.	The learners have collected very few visual references, tools and material and most of them were irrelevant
Use of conventional / experimental processes and techniques	Learners demonstrate an excellent and innovative skill in the use conventional / experimental processes and techniques [holding pencils , brushes , etc]	Learners are able to use conventional / experimental processes and techniques [holding pencils , brushes , etc] effectively.	Learners are inconsistent in the use conventional / experimental processes and techniques [holding pencils , brushes , etc]	Learners need development in the use of conventional / experimental processes and techniques [holding pencils , brushes , etc] effectively.

Exploration and representation of specific patterns and design motifs	Learners are able to explore and make excellent representation of specific patterns and design motifs [shapes that are common in south African History – Xhosa, Zulu, Indians etc]	Learners are able to explore and make representation of specific patterns and design motifs [shapes that are common in south African History – Xhosa, Zulu, Indians etc]	Learners have fair understanding of exploration and making representation of specific patterns and design motifs [shapes that are common in south African History – Xhosa, Zulu, Indians etc]	Learners lack basic understanding of exploration and making representation of specific patterns and design motifs [shapes that are common in south African History – Xhosa, Zulu, Indians etc]
Mounting (signing and labelling) for public presentation.	Learners are able to make perfect mounting (proper signing and labelling) of their artwork for public presentation.	Learners are able to mount(sign and label) their artwork for public presentation.	Learners are able to mount (sign and label) their artwork for public presentation.	Some learners have not signed or labelled or labelled. Others have done improper mounting , signing and labelling.

TOTAL MARK [32] CONVERTED TO 25 MARKS

Grade: 9

Term: 2

Lesson Plan: 4

Phase: Senior

GRADE: 9	DATE :	DURATION: 2 Hours	CONTENT IN CONTEXT: Role of technology in arts.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 2 : REFLECTING</p> <p>CLUSTER 4</p> <p>COMPOSITE AS: Discusses the role of technology of over time in shaping processes and products in drama, dance, music and art. AS: Discusses and interprets concepts of power, control and dominance in mass media and popular culture</p>	<p>ACTIVITY 1 [COLLECTION OF MATERIAL] Teachers and learners collect material eg newspapers , photographs which show how the different art disciplines [Dance , music, drama , visual Arts] have been affected with the passage of time/ technology.</p> <p>ACTIVITY 2 [SORTING] The learners sort the material collected according to the four art disciplines [drama, dance, music , visual arts]</p> <p>ACTIVITY 3 [BRAINSTORMING] Learners are divided into groups to brainstorm their understanding of the term - , Technology, eg development of machines like radios, Type Recorders, Records, CDS, Phones, Mats, etc.</p> <p>ACTIVITY 4 [COLLABORATIVE GROUP WORK] The learners are divided into groups and given the following topics to collect information using any relevant resources at their disposal eg, textbooks, supplementary books and all the relevant material they collected in Activity 1 :</p> <ul style="list-style-type: none"> . The influence of technology on drama over the passage of time . The influence of technology on music over the passage .of time. . The influence of technology on dance over the passage of time. <p>The influence of technology on visual arts over the passage of time.</p>	<p>FORM</p> <p>Assignment</p> <p>METHOD</p> <p>Educator</p> <p>TOOL</p> <p>Rubric</p>	<p>Lack of necessary resources</p> <p>- If the learners cannot find the relevant traditional ones they will make them or bring pictures.</p>

GRADE: 9	DATE :	DURATION: 2 Hours	CONTENT IN CONTEXT: Role of technology in arts.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>[ACTIVITY 5 [REPORTING]</p> <p>The learners report their findings. The educator consolidates. The learners write the consolidated reports in their note books/ classwork / books/ workbooks.</p> <p>ACTIVITY 4 [BRAINSTORMING & PRESENTATION]</p> <p>Learners are divided into groups to brainstorm their understanding of the concepts – . power, control, dominance, mass media and popular culture. The learners report and the educator consolidates</p> <p>ACTIVITY 5 [DISCUSSIONS]</p> <p>Learners are divided into groups to discuss the following topics: . Power, control and dominance in mass media. . Power, control and dominance in popular culture. Thereafter the groups report back and the educator consolidates.</p> <p>ACTIVITY 6 [WRITTEN TASK – INDIVIDUAL WORK - ASSIGNMENT]</p> <p>Learners are given an assignment to write about any one of the following topics : . Power, control and dominance in mass media. . Power, control and dominance in popular culture. The assignment should have :- - Have an introduction - Content / body [The content should include the following information: - The dominance of mass media and popular culture in our daily lives] [positive and negative effects] - The influence of mass media and popular culture on the arts [visual arts, music, dance . drama]</p>		

GRADE: 9	DATE :	DURATION: 2 Hours	CONTENT IN CONTEXT: Role of technology in arts.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	ACTIVITY 7 [SUBMISSION OF ASSIGNMENT AND MARKING] Learners submit their assignments. The educator marks the assignments. The educator gives feedback.		
SKILLS: Discussing, interpreting			
KNOWLEDGE: The role of technology in shaping art processes and products in the four art forms in concepts of power , control and dominance in mass media and popular culture.			
VALUES: Appreciation, respect, tolerance , empathy			
RESOURCES: Magazines, newspapers, radios , traditional and modern musical instruments			
EXPANDED OPPORTUNITIES: Learner conduct interviews with elders in the community to find out how music, Visual Arts, dance and drama have changed over time. The learners must also listen and Watch programmes of the mass media.			
TEACHER REFLECTIONS:			

ASSESSMENT TOOL: RUBRIC

LO 2 : REFLECTING COMPOSITE

AS: Discusses the role of technology of over time in shaping processes and products in drama, dance, music and art.

AS: Discusses and interprets concepts of power, control and dominance in mass media and popular culture

CRITERIA	OUTSTANDING ACHIEVEMENT	SATISFACTORY ACHIEVEMENT	PARTIALLY ACHIEVED	NOT ACHIEVED
Introduction	Relevant introduction that gives a clear picture of what to happen.	Introduction available and shows the link to the content.	Very brief introduction and does not flow smoothly into the content.	Vague introduction
Content - The dominance of mass media and popular culture in our daily lives] [positive and negative effects] The influence of mass media and popular culture on the arts [visual arts, music, dance, drama	Outstanding presentation of the content moving beyond the average requirements by citing a variety of examples in all the art forms ie. The dominance of mass media and popular culture in our daily lives] [positive and negative effects] The influence of mass media and popular culture on the arts [visual arts, music, dance . drama]	Content included the :- - The dominance of mass media and popular culture in our daily lives] [positive and negative effects] The influence of mass media and popular culture on the arts [visual arts, music, dance . drama]	Content focused on either one and minimal information on the other- - The dominance of mass media and popular culture in our daily lives] [positive and negative effects] The influence of mass media and popular culture on the arts [visual arts, music, dance drama]	Very limited information concentrating on one aspect : - The dominance of mass media and popular culture in our daily lives] [positive and negative effects] The influence of mass media and popular culture on the arts [visual arts, music, dance drama]
Use of illustrations	A very wide range of relevant illustration.	Used relevant illustrations	Few illustration used	Very few illustrations Which are not very much relevant.
Conclusion	The discussion brilliantly summarised.	Satisfactory conclusion done	Irrelevant conclusion	No conclusion
References	Wide range of references listed in the correct way [Indicating the names of authors, title , publisher, page references , year of publication,, etc.]	References listed in the correct way.	Few references	No references

Grade: 9

Term: 2

Lesson Plan: 5

Phase: Senior

GRADE : 9	DATE	DURATION: 2 Hours	CONTENT IN CONTEXT: Trust building and dramatic exercises
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 3: PARTICIPATING AND COLLABORATING CLUSTER 1 DANCE AS: Participates responsible in trust exercises, using eye contact, the giving and receiving of weight (contact) and exploring passive and active roles. Drama AS: Assumes leadership role in small group dramatic exercises and role plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.</p>	<p>ACTIVITY 1 [WARM –UPS] Learners in pairs walk around the room slowly, increasing the speed to faster, then very fast in counts of eight. Then they trot on their two feet around the classroom, afterwards they gallop around the classroom two times eight counts. The learners stand still with legs apart , arms widely stretched for one minute and then move like a bird for eight counts.</p> <p>ACTIVITY 2 [DEMONSTRATION] Learners form a circle The educator asks three learners of approximately the same weight /height to come in the centre of the class and demonstrate a trust building exercise like a cee-saw , back to back (yiti le yikofu le), wheel barrow following the rhythm of the drums or sound system. The other learners in pairs do the same exercise. The learners must also think of some of the activities that show trust building, rehearse and present them .</p> <p>ACTIVITY 3 [EXAMPLES OF TRUST BUILDING EXERCISES] The educator gives some of other trust building exercises such as back to back (yiti le yikofu le) Back two back is done by two people of the same height and weight. The one bends and lifts the weight of the other, the one who was lifted bends and receives the weight of the other (Reversal of the roles) - The wheel barrow, in pairs One lies down , the one standing bends down and lifts both legs of the person lying down. The person lying down will move forward using his/ her hands. - Mirroring activities practising different movements in pairs facing each other. The one will mirror the actions</p>	<p>FORM Performance</p> <p>METHOD Educator</p> <p>TOOL Checklist</p>	<p>Physical challenged learners Those who are unable to do some of the movement will be allowed to do the movement the way they feel comfortable. They can also do counting , clapping of hands , keeping time and drumming.</p>

GRADE : 9	DATE	DURATION: 2 Hours	CONTENT IN CONTEXT: Trust building and dramatic exercises
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>(movements)of the other one making use of the eye contact.</p> <ul style="list-style-type: none"> - Frog jump . The learners form lines squatting down facing one direction. They space themselves out . The last one on the line jumps over each of the learners until she /he is in the front and squats. The process is repeated until all of them have done the passive (with squatting) and active (with jumping)role. <p>ACTIVITY 4 [CREATION OF A SHORT DRAMATIC EXERCISES] The learners in groups are given commands to do the following dramatic exercises like freeze, stretch, jump, bend, twist, walk, including slow motion, tableaux.</p> <p>ACTIVITY 5 [SCRIPT WRITING] The learners are given a topic that would make them create a short script eg substance abuse . Roles are allocated and the script is written . The educator monitors the spirit of existence of teamwork in the group.</p> <p>ACTIVITY 6 [REHEARSAL AND PERFORMANCE] The learners rehearse and perform their scripts. The educator assesses and allocate marks.</p>		
SKILLS: Participating, assuming, showing,			
KNOWLEDGE: Trust building, eye contact, giving and receiving of weight, active and passive role, Leadership roles in small group dramatic exercises and role plays, need for co-operation, sharing of responsibilities, effects of domination.			
VALUES: Appreciation,			
RESOURCES: Drums, TV, Radio cassettes			
EXPANDED OPPORTUNITIES: Learner are encouraged to watch TV programmes such as Jika – Majika and You think, You can dance.			
TEACHER REFLECTIONS:			

ASSESSMENT TOOL : CHECKLIST

**LO 3: PARTICIPATING AND COLLABORATING
CLUSTER 1**

DANCE

AS: Participates responsibly in trust exercises, using eye contact, the giving and receiving of weight (contact) and exploring passive and active roles.

Drama

AS: Assumes leadership role in small group dramatic exercises and role plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.

Instruction: The educator asks the learners to perform trust exercises.

ASSESSMENT CRITERIA	YES	NO
Participated responsibly in exercises in trust building exercises		
Received weight		
Gave weight		
Played active role		
Played passive role		
Made eye contact		

Grade: 9

Term: 2

Lesson Plan: 6

Phase: Senior

GRADE : 9	DATE:	DURATION: 2 Hours	CONTENT IN CONTEXT: Trust building and dramatic exercises
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 4 : EXPRESSING AND COMMUNICATING</p> <p>CLUSTER 2 DRAMA AS: Uses a drama presentation to critique the impact of soap , operas, radio shows or other available forms of performance media on peoples values and behaviour.</p> <p>VISUAL ARTS AS : Applies skills of media production, while considering target group, purpose and design elements (eg create an advertisement , class newsletter, poster ,T- Shirt , logo or jingle</p>	<p>ACTIVITY 1 [BRAINSTORMING] The learners brainstorm in groups the meaning of the following terms : Opera, soap, radio shows, performance media, design elements, advertisements, logos and the artistic expression.</p> <p>ACTIVITY 2 [REPORT BACK] The learners report their findings. The educator consolidates. Thereafter the learners write the findings in their workbooks / classwork books for further references.</p> <p>ACTIVITY 3 The teacher explains to the learners how to critique dramatic presentation. For example looking human context { whether it is about the imagined world or the real world }, dramatic tension { the feeling you have when watching the drama}, aspects of place { closed setting, open space } language { words we say , the way we say them , the roles and relationships, economic use of words} , movement { stillness, contrast rhythm, pace , direction}, mood { feeling , atmosphere , tension}</p>	<p>FORM Performance Art processes and products.</p> <p>METHOD Educator</p> <p>TOOL Rubric checklist</p>	<p>Time constraints</p> <p>Some of the activities will be done as homeworks.</p> <p>Lack of resources.</p> <p>The educator will improvise.</p>

GRADE : 9	DATE:	DURATION: 2 Hours	CONTENT IN CONTEXT: Trust building and dramatic exercises
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>COMPOSITE AS: Combines individual art form to create a new form of artistic expression</p>	<p>ACTIVITY 4 [OBSERVATION]</p> <p>The learners watch a soap, opera (Isidingo, Gazi Lam , Bold and beautiful, etc) or listen to stories from the radio. Thereafter the learners critique the dramatic presentation they have watched or listened as individuals/ pairs making use of dramatic elements taught in activity 3 . The learners write an assignment. Thereafter the educator marks and allocate marks.</p> <p>ACTIVITY 5 [ESSAY WRITING]</p> <p>The educator asks the learners to write an essays about the following topic - the impact of performance on people`s values and behaviour.</p> <p>ACTIVITY 6 [ART PROCESS AND PRODUCT]</p> <p>The learners in groups are asked to create media production artwork on any of the following</p> <ul style="list-style-type: none"> - create an advertisement - make a class newsletter - poster -T- Shirt - Logo - jingle <p>In creating the artwork the learners have to apply the skills of media production, consider the target group, purpose and design elements.</p>		

GRADE : 9	DATE:	DURATION: 2 Hours	CONTENT IN CONTEXT: Trust building and dramatic exercises
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>ACTIVITY 7</p> <p>The learners are given a theme eg wedding , birthday party, graduation party, etc, to come up with products which includes all the artforms. For example prepare praise poetry, invitation cards, advertisement, create songs and dances that are relevant to the ceremony. The learners thereafter present/ perform their product . The educator assesses using rubric and allocates marks.</p>		
SKILLS: Using, to critique, combining, applying,			
KNOWLEDGE: Drama presentation, impact of operas, radio shows, impact of performance media in behaviour and values, media production while considering target group, purpose and design elements, advertisements, logos , class news letter, poster, T- Shirt, jingles			
VALUES: Appreciation, enjoyment			
RESOURCES: Drums, rattles, shakers			
EXPANDED OPPORTUNITIES: Learner are encourage to watch drama performances on TV and community activities, Educators to organises fun days and concerts where the learners will be asked To perform.			
TEACHER REFLECTIONS:			

ASSESSMENT TOOL: CHECKLIST

LO 4 : EXPRESSING AND COMMUNICATING

CLUSTER 2

DRAMA

AS: Uses a drama presentation to critique the impact of soap , operas, radio shows or other available forms of performance media on peoples values and behaviour.

VISUAL ARTS

AS: Applies skills of media production, while considering target group, purpose and design elements
(eg create an advertisement , class newsletter, poster ,T- Shirt , logo or jingle

COMPOSITE

AS: Combines individual art forms to create a new form of artistic expression

Instruction : The learners are divided into groups and asked to do create an artwork product from any of the given topics :-

- . Advertisement
- . Class newsletter
- . Poster
- . T – Shirt
- . Newsletter
- . Logo
- . Jingle

CRITERIA	YES	NO	COMMENTS
Application of skills of media production			
Consideration of target group			
Indication of the purpose of the artwork			
Use of design elements			
Completion of the artwork			

