



Province of the
EASTERN CAPE
EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES

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CURRICULUM INSTRUCTION F2/2019

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS OFFERING ARTS
SUBJECTS
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 18 MARCH 2019

INTERVENTION STRATEGY FOR VISUAL ARTS AND DESIGN STUDIES GRADE 10 - 12 CONTACT TIME

1. Curriculum Instruction F2/2019 refers to: Intervention Strategy for Visual Arts and Design Studies Grade 10 - 12 Contact Time.
2. Visual Arts and Design Studies Grade 10 - 12 contact time needs to be aligned with the requirements outlined in the CAPS. This includes the implementation of additional teaching time to meet the requirements for quality teaching and assessment practices.
3. The Design and Visual Arts CAPS documents stipulates that additional contact time per week needs to be made available to learners beyond the 4 hours compulsory requirement for class time on the school time table. (Design Studies CAPS page 9 and Visual Arts CAPS page 9)
4. In 2019, as an intervention to ensure that more learners achieve Levels 5, 6 and 7 in the NSC Examinations in 2019, District Officials, Principals, HOD's and teachers are requested to monitor the completion of the Practical Assessment Task (PAT) for Visual Arts and Design Studies.
5. High quality creative work requires quality time devoted to the practical work. This process requires of teachers to take time to guide learners in the development of products and artworks on a **one-on-one** contact basis.
6. According to The PAM Document of February 2016 the ideal teacher learner ratio is 1 – 12 for both Design and Visual Arts. In schools where large numbers are allocated to one teacher this inhibits the one on one contact time and **therefore** special arrangements need to be made to ensure that quality teaching and learning is implemented that meets the requirements of CAPS.



Ikamva eliqaqambileyo!

7. All learners registered for Design Studies and Visual Arts need to have adequate materials available on time to ensure that teaching and learning time is not lost. The relevant district officials (curriculum and school management) need to ensure that proper procedures are in place at schools to provide adequate materials to meet the requirements of CAPS and prevent the loss of teaching and learning time.

8. **Responsibilities of the teacher:**

- I. To ensure that the School Management Team has been provided with a costed budget request for materials needed for the PAT.
- II. To ensure that where possible, creative solutions are implemented to prevent unnecessary strain on the school budget. This does not mean that lack of some materials/equipment needs to inhibit the demonstration of creativity and abilities of learners.
- III. To ensure adequate planning and development of learners in carefully selected mediums that are suitable to the socio-cultural environment and capabilities of the learners.
- IV. To provide adequate teaching and learning opportunities for PAT.
- V. To ensure that all learners of Design Studies and Visual Art must be able to produce quality drawings. (Design CAPS page 16 / Visual Arts CAPS page 10).
- VI. To ensure that products and artworks developed are **individual** and should reflect the capabilities and potential growth of candidates as individuals. Mass produced PATs do not meet the expectations of the CAPS. (Design Studies CAPS page 8, 10, 15, 16, etc. Visual Arts CAPS page 8, 10, 11 - 12, 15, 51, etc.). In Design the instruction may have a similar product but requires individual development and creativity. Visual Art "is about self-expression" (CAPS page 8). To achieve these goals individual attention per learner is required.
- VII. To plan within the limitations of the school timetable as well as after school time to meet the requirements outlined above. This planning of **time management needs to be reflected in the teachers' file** as required by the National protocol for Assessment, page 16.
- VIII. To ensure that interaction with learners is reflected in the workbook / sourcebook in the form of notes and recommendations as well as in the teacher file where interventions were implemented as per National Protocol of Assessment, page 16.

9. **Responsibilities of the HOD/Subject Head:**

- I. To ensure that teachers develop an adequate teaching plan in terms of time on task.
- II. To manage and plan in such a way that materials and equipment needed is timeously available so as not to disrupt teaching and learning.
- III. To support the teacher and negotiate on behalf of the teacher with the School Management Team and SGB on the provision of materials as well as implementing access to additional contact time as required.
- IV. To monitor the adherence to time frames and assist where disruptions have occurred to arrange for catch up time.
- V. To moderate and quality assure the planning and implementation of teaching and learning.
- VI. To assist with a developmental and/or intervention strategy per grade and per class to promote quality teaching and learning, paying attention to the following aspects:
 - a. Adequate space for teaching and learning;
 - b. Suitable materials and equipment;
 - c. Adequate time management for teaching and learning;
 - d. Intervention strategies for learners that needs support;
 - e. Managing teacher learner ratios;
 - f. Managing improvement strategies.

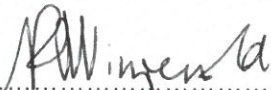


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10. Responsibilities of the Subject Advisor / District Official:

- I. To monitor and moderate curriculum implementation as per CAPS.
- II. To monitor that the teacher receives adequate support from SMT and SGB to be able to implement the requirements of CAPS e.g. the supply of adequate resource materials.
- III. To monitor and verify the completion of quality tasks per term as required by CAPS.
- IV. To monitor and follow up on teachers that indicate that they are experiencing problems, offer advice and provide remediation strategies.

11. It is expected of teachers to ensure that learners have access to adequate contact time for the development of PATs and that the requirements of the PATs are adhered to in respect of quality teaching and learning and the development of SBA for Design and Visual Arts.



MS P VINJEVOLD
DEPUTY DIRECTOR GENERAL: EPEM

27/08/2019
DATE

