

**Sections A&C: Developed by: C. Mac Master (Grantham)**

**For EDUCATION PROFESSIONAL SERVICES**

**Edited by**

**J.D. Rich: CES: Education Professional Development**



**&**



**Section B (Visual Art): Developed by: P. Ngculu**

**For CURRICULUM FOUNDATION PHASE: Life Skills**

**Edited by**

**Dr T. Reddy: CES: ECD & Foundation Phase Curriculum**

**THANK YOU TO THE FOLLOWING MANAGERS FOR THEIR CONTINUOUS COMMITMENT AND SUPPORT TO  
THE IMPROVEMENT OF TEACHING AND LEARNING IN FOUNDATION PHASE**

**Z. Loni: Director: Leadership & Management Development Programmes**

**U.B. Ngandela: Director: ECD & GET Curriculum**

**H.R.D. Ncanywa: Chief Director: Educational Professional Services**

**S.P. Govender: Chief Director: Curriculum Management**



**Copyright Reserved: Apart from the normal purposes of reproducing small sections for classroom usage, no part of this manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, without permission in writing from C. Mac Master at the Education Leadership Institute.**

# INDEX

<b>SECTION 1</b>	<b>PAGES</b>	<b>COMPILER</b>	<b>TRAINER</b>
Acknowledgement & Index	1-2	C. Mac Master	
Forward	3	J.D. Rich	
Introduction to Life Skills	4	C. Mac Master	C. Mac Master
Time Allocation & Study Areas	4-5	P. Ngculu	P. Ngculu
Themes for Grade 1-3 & Use of Theme Poems	5-6	C. Mac Master	C. Mac Master
<b>SECTION 2</b>			
<b>A. PERFORMING ARTS</b>			
Crossing the Midline & Brain Gym for Kids	6	C. Mac Master	C. Mac Master
What is Creative Arts & Creative Arts Components	6-8	C. Mac Master	C. Mac Master
Grade 1: Improvisation, Interpretation & Creative Games	8-12	C. Mac Master	C. Mac Master
Grade 1: Performing Arts: Various Dance Components	12-16	C. Mac Master	C. Mac Master
Grade 1: Poems for Drama Lessons and Language	16-22	C. Mac Master	C. Mac Master
Grade 2: Improvisation, Interpretation & Creative Games	23-26	C. Mac Master	C. Mac Master
Grade 2: Performing Arts: Various Dance Components	27-30	C. Mac Master	C. Mac Master
Grade 2: Poems for Drama Lessons and Language	31-36	C. Mac Master	C. Mac Master
Grade 3: Improvisation, Interpretation & Creative Games	36-40	C. Mac Master	C. Mac Master
Grade 3: Performing Arts: Various Dance Components	40-44	C. Mac Master	C. Mac Master
Grade 3: Poems for Drama Lessons and Language	44-51	C. Mac Master	C. Mac Master
<b>B. VISUAL ART</b>			
Purpose and forms of Creative Arts	52	P. Ngculu	P. Ngculu
2 and 3 Dimensional Art & Resources	52	P. Ngculu	P. Ngculu
Primary & Secondary Colours & Mood, Colour & Shapes	53-54	P. Ngculu	P. Ngculu
I can draw!!	55-61	P. Ngculu	P. Ngculu
Eggshell Mosaic & Potato Printing	62-63	P. Ngculu	P. Ngculu
Creating with clay & Play Dough	63-66	P. Ngculu	P. Ngculu
Sewing box, Collages, Paper Maché & Masks	66-70	P. Ngculu	P. Ngculu
Language Literacy developed in Visual Art	71	C. Mac Master	P. Ngculu
Home Made Musical Instruments	72-76	W. Pretorius	P. Ngculu
<b>C. PHYSICAL EDUCATION</b>			
Introduction and importance of Physical Education	77	C. Mac Master	C. Mac Master
Tips for teachers & Fundamental of Movement	78-79	C. Mac Master	C. Mac Master
Gross Motor Skills & impact on Reading and Writing	79-80	C. Mac Master	C. Mac Master
Transference of weight, Balance & Quality of Movement	80-81	C. Mac Master	C. Mac Master
Rhythmic Movement/ Strength/Suppling /Obstacle Course	81-82	C. Mac Master	C. Mac Master
Grade 1: Gymnastics, Games & Dance Lesson Activities	82-88	C. Mac Master	C. Mac Master
Grade 2: Gymnastics, Games & Dance Lesson Activities	88-94	C. Mac Master	C. Mac Master
Grade 3: Gymnastics, Games & Dance Lesson Activities	94-101	C. Mac Master	C. Mac Master
Teaching Gymnastic & Swimming & Safety Precautions	102-105	C. Mac Master	C. Mac Master
<b>SECTION 3</b>			
Gymnastics, Games & Drama Lesson Plans	106-109	C. Mac Master	C. Mac Master
Visual Arts Lesson Plan Exemplar	110-111	P. Ngculu	P. Ngculu
Rubrics for Life Skills	112-118	Combined	
Conclusion	119	T. Reddy	
Bibliography	120	C. Mac Master	

## FOREWORD (J.D. RICH)

The National Youth Victimization Survey<sup>1</sup> found that in 2004-5 15% of all learners between grades 3 and 12 (a total of 1 821 054) experienced some kind of violence *at school* (italics our own). South African school children are singularly vulnerable and for this reason the opportunities presented by life skills classes should not be underestimated as part of a wider strategy to turn around our damaged society and, in the words of the preamble to the constitution<sup>2</sup>, to

“Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.”

Eastern Cape school children grow up in a wide range of environments that colour their experiences at school. The nine year old child from an urban apartment block in Port Elizabeth may be technologically sophisticated and quite street wise, but may sincerely believe that milk is made in factories and has possibly never seen a live cow up close. At the same time her peer in a remote rural village, while being familiar with a cell phone and a radio, may or may not have a television at home and would almost certainly have scant exposure if at all to a computer. On the other hand it is highly likely she would know where to look for the eggs the family chickens laid last night and will probably have watched someone milking a cow if she has not yet tried herself. These and many other differences mean that teachers have to observe their pupils closely and understand the context within which they are teaching. It is quite nonsensical to think one can simply use a generic workbook or lesson guide for each and every situation. This manual is intended to be used as a resource book or guide for teachers who should then use their own ideas and skills to adapt the wealth of rich material provided in order to produce meaningful lesson plans and to develop learning activities that are specifically geared to the children they are working with in their school communities.

Conversely, despite the many differences between learners, there are some overarching developmental tasks facing all children at approximately the same age and they must all meet and overcome some universally significant challenges on the road to self reliant adulthood, or what Gordon calls “maximum organization and integration.”<sup>3</sup> The life skills curriculum seeks to address these issues and to prepare children with the necessary information and skills to manage the demands of increasing independent living and sound social adjustment in order to be healthy, productive, morally balanced and safe members of society.

We believe that in the hands of committed, caring and competent educators this manual can be a powerful means to help countless boys and girls to achieve significantly higher levels of personal growth and fulfillment.



<sup>1</sup> Quoted in Holtmann, B. (2011) *What it looks like when it's fixed*. PWC, Johannesburg. P.39.

<sup>2</sup> Constitution of the Republic of South Africa Act (Act 108 of 1996).

<sup>3</sup> Gordon, I.J. (1975) *Human Development-A Transactional Perspective*. Harper Row, New York. P.10

# LIFE SKILLS FOR THE FOUNDATION PHASE

(AN INTEGRATED APPROACH)



## SECTION 1

### 1. INTRODUCTION TO LIFE SKILLS AS EXPLAINED IN THE CAPS DOCUMENT:

#### 1.1 WHAT IS LIFE SKILLS?

Life Skills is central to the holistic development of learners and is concerned with the social, personal, intellectual, emotional and physical growth of the learners. Through dance, music, drama and visual arts, their creative and aesthetic skills are developed.

Life Skills is a cross cutting subject that should **support and strengthen** the teaching of **Languages** and **Mathematics**. It aims at guiding and preparing them for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing society. It prepares the learners for the various subjects to be offered from Grades 4.

The content and concepts for Life Skills have been drawn from Social Sciences (History & Geography), Natural Science and Technology. Details can be found on page 8 of the CAPS Document. It is vital that the teacher ensures that the above mentioned sections are covered during Life Skills to enable the child to have a better understanding of the various components that he/she will be exposed to from Grade 4. This section is also used for the themes taught each week in Languages. The **DBE workbooks** have taken the concepts from these various components and incorporated them under the different themes.

#### 1.2. TIME ALLOCATION (SEE CAPS DOCUMENT FOR HOURS PER WEEK)









The time allocation per term for Life Skills is 60 hours for Grades 1 to 2, and 70 hours per term for Grade 3, which means that in a 5-day week cycle, it will be broken down as indicated below:

Component	Grade R-2	Grade 3
Beginning Knowledge and Personal and Social Well-being	2 Hours	3 Hours
Creative Arts	2 Hours	2 Hours
Physical Education	2 Hours	2 Hours
Total allocated time per week	6 Hours	7 Hours

#### 1.3 LIFE SKILLS STUDY AREAS:

In Grade 1 – 3 it has been organised into FOUR study areas:



<b>Beginning Knowledge</b> <ul style="list-style-type: none"> <li>• Social Sciences</li> <li>• Natural Sciences/Technology</li> </ul>	 
<b>Personal and Social Well-being</b> <ul style="list-style-type: none"> <li>• Health and Nutrition</li> <li>• Values and Attitude</li> </ul>	 
<b>Creative Art</b> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Performing Art</li> </ul>	 
<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Fine and Gross Motor Skills</li> <li>• Perceptual Skills</li> </ul>	 

#### 1.4 THEMES PER GRADE:

GRADE 1			
TERM 1	TERM 2	TERM 3	TERM 4
Me	My Family	My Community	Home
At School	Safety In The Home	Pets	Picture Maps
Healthy Habits	My Body	Manners & Responsibilities	Water
The Weather	Keeping My Body Safe	Plants & Seeds	The Sky At Night
		Food	
Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days

GRADE 2			
TERM 1	TERM 2	TERM 3	TERM 4
What we need to live	Seasons	Soil	Our country
Everyone is special	Animals	Transport	Ways we communicate
Healthy living	Animals & creatures that live in water	Road Safety	Life at night
	Animal Homes	People who help us	
Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days

GRADE 3			
TERM 1	TERM 2	TERM 3	TERM 4
About me	Healthy Eating	Public Safety	Products & Processes
Feelings	Insects	Pollution	Disasters & what we should do
Health Protection	Life Cycle	How people lived long ago	Animals & creatures that help us
Keeping my body safe	Recycling	Space	
Rights & Responsibilities			
Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days	Religious & Other Special Days

## USE OF THEME POEMS:

A list of poems based on the themes used for Beginning Knowledge and Personal Well Being, have been included for each grade, **as a guide**. You are free to use them or any other poems you have where necessary. The aim is to **INTEGRATE** all aspects of learning where possible. These poems are mainly action poems for the Improvisation and Interpretation sections and can also be used to improve Literacy and Numeracy Skills.

## CROSSING THE MIDLINE:

This is when the child is able to reach/work across the middle of the body, with arms and legs crossing over to the opposite side, to write or draw a line from one side to the other of a page, without changing the pencil/pen from one hand to the other. It is an important **developmental skill** that is needed for **reading and writing**, for participating in most **sports** and for **day to day activities**. Poor midline crossing makes it difficult to visually track a moving object from one side to the other or to fully track from left to right when reading. (CAPS pg. 12).

Activities crossing the midline **integrate the left and right hemispheres of the brain** and assist with **whole body co-ordination, blood flow, memory and concentration**. The focus is on two-sided (left and right) movements across the midline.



## BRAIN GYM:



This has been included as an activity that can be done in the classroom on a rainy day or as part of the Physical Education activities, and can be used **for all grades**.



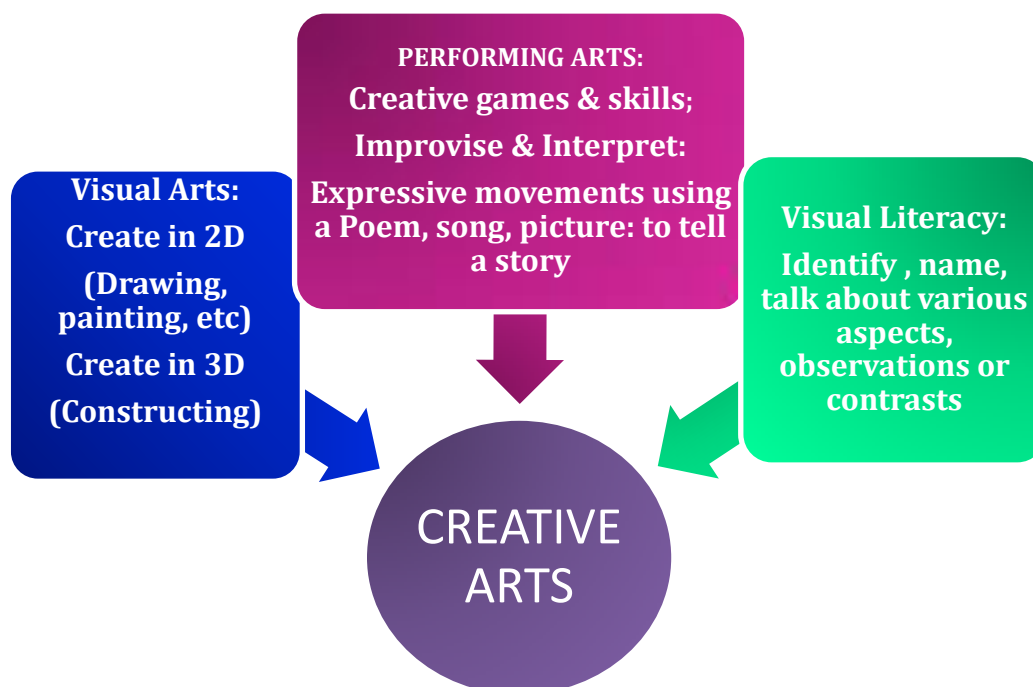
**DRINK PLENTY OF WATER DURING THE DAY. Water is brain fuel.**

Brain Gym activities can be included in the programme, to assist with the development of the left and right brain integration.

<b>1. CROSS CRAWL</b> 	<ul style="list-style-type: none"><li>➤ Sit on a chair. Move one arm and the opposite leg in crawling movements. Touch left knee with right hand and right knee with left hand.</li><li>➤ Do it slowly to improve focus.</li><li>➤ Do it with the eyes closed to improve balance.</li><li>➤ Stand. Do with a skip or jump to alleviate 'visual stress'</li><li>➤ Repeat, lifting legs to the back of the body and touching the ankles.</li></ul> <p>It improves left and right co-ordination and spatial awareness. It improves breathing, stamina, hearing and vision.</p>
<b>2. LAZY EIGHTS</b> 	<p>This targets hand-eye co-ordination. It can be done with one hand and then the other to increase visual tracking, memory and attention span, exercising both halves of the brain.</p> <p>Tape a piece of paper to a wall or table in-front of you. Face paper and place the point of a pencil in the middle of the page. Trace a sideways figure of eight on the paper, repeat with non-dominant hand. A minute with each hand.</p> <p>It improves left to right and right to left eye movements. You can also do it with your eyes and hands in the air.</p>

<b>3. BELLY BREATHING</b> 	<p>Start with a cleansing breath: breathing in deeply and exhaling in short puffs, as though keeping a feather afloat.</p> <p>Rest hands on abdomen. Inhale for count of 3, hold for 3 counts, exhale for count of three, then hold for count of 3.</p> <p>Lie on back with book on stomach. Breathe in and out deeply, letting stomach expand and contract.</p> <p>Activates the brain for the ability to cross the midline, for centering and grounding. It leads to heightened energy and improved attention span.</p>
<b>HOOK UPS</b> 	<p>Sit with right leg crossed over left ankle. Cross right wrist over left and link fingers, with right wrist on top. Lift your elbows outwards and turn fingers inwards until they rest on sternum (breast bone).</p> <p>Stay in this position while breathing in and out deeply.</p>

## SECTION 2: CREATIVE ARTS



Creative Arts exposes learners to the **FOUR** art forms:

- Dance,
- Drama,
- Music
- Visual Arts



This is to ensure that learners develop as creative, imaginative individuals, with an appreciation of the arts. They should be guided to use their imagination, senses, emotions and observation skills through the manipulation of and working with materials, moving and making music and telling of stories. (CAPS – Life Skills, page 9).

Dance, drama and music are part of the Performing Arts. Visual Arts should be 2 Dimensional (2D), (which involves drawing of the body in motion and incorporates *the learning of new words such as climbing,*

running, sitting, lying, etc. Language is also brought in as they talk about what they have drawn i.e. lines, shapes and colours used, etc.) and 3 Dimensional (3D) - Construction (which develops the concept of shape through joining pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, typing and wrapping: Language is incorporated as they are encouraged to talk about what they have made. (CAPS – Life Skills, page 9).

In Physical Education, the development of PERCEPTUAL SKILLS in young learners is vital as it lays a foundation for all future development and learning. (pg 9 - CAPS Life Skills).

The main purpose is to provide learners with an opportunity to use their imagination, work with materials, move and make music. Through their participation in creative arts, they gain the required basic knowledge and skills by using their senses, emotions and making observations. In this way the learners develop as creative, imaginative individuals with an appreciation of the various arts. The focus should be on the development of creative skills which lead to the refining and controlling of sensory-motor skills and gross and fine motor co-ordination or skills.

## COMPONENTS OF CREATIVE ARTS:

### PERFORMING ARTS:



Language is used extensively here as the learners are given the opportunity to creatively participate and communicate through the dramatisation of songs, stories, creative games and singing.

Mathematics is used as often as possible in counting games, activities for more, less, estimation and is developed through activities involving visual perception.

They are also given the opportunity to make music, to dance and to explore creative movement. This art form stimulates memory, promotes relationships and builds self-confidence and self-discipline. It also develops their physical skills and creativity. Performing Arts comprises of Creative Games & Skills and Improvisation and Interpretation.





## GRADE 1

















## IMPROVISATION, INTERPRETATION AND CREATIVE GAMES & SKILLS





This section addresses the Drama, Creative Games and Skills as well as Music components of Life Skills.

ACTIVITY	GRADE 1
<p><b>WARMING UP BODY PARTS</b></p>  	<ul style="list-style-type: none"> <li>Deep breathing: in and out, to a given count. Stretch arms up, sideways and with twist of torso as in waking up and getting dressed, bend and stretch knees/legs. (WB pg 19)</li> <li>Circling hands and ankles, making shapes with the body such as large (like a bear) and small (like a mouse), wide (as a door) and narrow (as a pole)</li> <li>Isolation of body parts through movements such as hunching your shoulders up and down, stretching and flexing the feet, stretching, curling and twisting the various body parts, using high, medium and low levels.</li> <li>Shaking of hands, feet, legs and arms to warm them up</li> <li>Warm up with movements such as 'playing the piano', 'guitar', 'washing the body', 'shaking off water'. (WB pg 4)</li> <li>Breathe in deeply stretching up tall, breathe out bending to touch right knee with both hands, repeat to Left. Repeat, touching R and L ankles</li> <li>Freeze games, focusing on body control, use of space and eye focus as you watch out for others</li> <li>Movements with the elbow, nose, head or shoulder leading</li> <li>Use different levels: i.e. stretch up high to pick an apple off the top of the tree, bend low to place it in a basket. Bend knees to pick off the middle of the tree, bend low to place in basket, crawl through the bushes to get the one that rolled away</li> </ul>
<p><b>LOCOMOTOR MOVEMENTS</b></p> 	<ul style="list-style-type: none"> <li>Safe environment: Moving around freely weaving in-between each other (exploring space and developing spatial awareness and body awareness) as they avoid knocking into each other</li> <li>Free walking or running forwards, backwards or sideways watching out for others. On given signal turn to right or left as instructed, in own space</li> <li>This can also be done with movements shrinking down small and stretching up tall. They must avoid bumping into each other and objects</li> <li>Fast walking in own direction around area, avoiding bumping into others. On given signal stand feet apart and swing arms from side to side. Can be combined with slow running</li> <li>Skipping, jumping, galloping, running and hopping movements around the space, individually or holding your partners hand - On signal</li> </ul> <p>(Activities in this section come from movements in your theme/poem/story, so that they know what to do during the main part of the lesson)</p>
<p><b>NON-LOCOMOTOR MOVEMENTS</b></p> 	<ul style="list-style-type: none"> <li>Bending and stretching knees; circling shoulders and wrists</li> <li>Running on the spot, pony trot on spot</li> <li>Balance movements using various levels: standing on one leg: lifting alternate legs into various positions/ Bent or straight knees</li> <li>Making shapes with body in any level: circle, straight line, twisted, etc</li> <li>Axial movements: Stand tall, feet apart, swing arms from side to side, at waist height. Twisting the torso in same direction that you move your arms. Stand tall, feet apart and arms open to sides. Bend to left, taking right arm above head. Back to start position. Bend to right, taking left hand above</li> </ul>

	<p>head. Repeat several times</p> <ul style="list-style-type: none"> <li>✚ Isolating body parts, such as pointing and flexing of feet, circling feet, circling of wrists</li> </ul> <p>(Activities in this section come from movements in your theme/poem/story, so that they know what to do during the main part of the lesson)</p>
<p><b>BODY AWARENESS &amp; EXPLORATION OF SHAPE &amp; WEIGHT THROUGH ACTIONS WORDS &amp; MOVEMENT</b></p> 	<ul style="list-style-type: none"> <li>✚ Using words from story of the week to portray understanding of meaning: as well as words such as crooked, wide, narrow, feathery, pulling and pushing a heavy box</li> <li>✚ Working individually, in own space and in pairs or groups by sharing of space – actions poems which require movement</li> <li>✚ Explore space and direction through movements such as below, above, on top, under, on the side, in-front, behind, using the body or obstacles to develop understanding of positioning of body in space. This assists with the mathematical concept of spatial awareness</li> </ul>
<p><b>BREATHING EXERCISES</b></p> 	<ul style="list-style-type: none"> <li>✚ This is to warm up voice before singing: breathing in and out deeply and slowly to various counts given by teacher. Creative games such as blowing out as though blowing out a candle, etc</li> <li>✚ Pretend you are cold and say 'Brrrrrr' (WB pg 10)</li> <li>✚ Singing individual vowel sounds, then, doh, ray, me, far, so, Laa, tee, doh</li> <li>✚ Vocal exercises such as tongue twisters and songs with focus and clarity</li> </ul>
<p><b>SINGING, RHYTHM &amp; DRAMATISATION</b></p> 	<ul style="list-style-type: none"> <li>✚ Singing indigenous and other songs showing appropriate/suitable movement and dramatisation. (e.g. National Anthem LWB)</li> <li>✚ Sing songs using contrasts in voice, i.e. loud and soft; fast and slow, etc</li> <li>✚ Singing of a song, using different groups to start, as one finishes first verse, the second group starts first verse, etc</li> <li>✚ Clapping rhythms in <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beats (e.g. LWB page 5)</li> <li>✚ Copying of movements, rhythms and movement patterns such as follow the leaders, walking, skipping, clapping, etc</li> </ul>
<p><b>KEEPING A STEADY BEAT &amp; DEVELOPMENT OF LISTENING SKILLS</b></p> 	<ul style="list-style-type: none"> <li>✚ Using home-made instruments: play to a given beat, using different tempos and rhythms: <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> </li> <li>✚ Move freely to the beat, while playing it. (LWB pg 19)</li> <li>✚ Use soft and loud, strong and gentle (Language skills– vocabulary) when planning, clapping or stamping – counting to develop Numeracy skills</li> <li>✚ One group plays a beat. The other claps or stamps to the beat, while counting out the rhythm – change sides. (LWB pg 15)</li> <li>✚ Using percussion instruments or body percussion to keep a steady beat/ perform simple rhythms, counting the rhythm to develop numeracy skills</li> <li>✚ Clapping games/ songs with a partner to develop focus and co-ordination</li> <li>✚ Keeping a steady beat with change in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos, etc</li> <li>✚ Body percussion, finger snapping, tongue clicks, etc can also be used. A group can play the rhythm, while another explores movement to the beat (Sounds, music, etc can be added to enhance creativity development)</li> </ul>
<p><b>EXPLORING MOVEMENT TO MUSIC AND VOICE &amp; DEVELOPMENT OF LISTENING SKILLS</b></p>	<ul style="list-style-type: none"> <li>✚ Vocal exercises such as rhymes and movement patterns such as follow the leader, walking, skipping and clapping to a given beat</li> <li>✚ Indigenous songs, rhymes and rhythmic games, using voice: (e.g. loud/soft)</li> <li>✚ Songs and Poems: portray in action (E.g. Five Little Monkeys LWB pg 10)</li> <li>✚ Explore beginning, middle and endings of songs, rhymes, stories and movements. (Interpretation of song or poem in movement – also known as</li> </ul>

 <p>Dear Dolly</p>  <p>Waltz</p>	<p>creative movement)</p> <ul style="list-style-type: none"> <li>Development of listening skills through musical games, using different tempos, pitch, dynamics, duration</li> <li>Listen to a piece of music and describe how it makes you feel (mood: happy, sad, relaxed, excited, etc)</li> <li>Clapping rhythm and moving to music <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beat, etc</li> <li>Ballroom dancing, where learners do simple steps to a waltz rhythm, examples are given below (Forwards, backwards-with or without a partner) and Cha-Cha-Cha steps</li> <li>Gumboot Dancing, Xhosa Dancing, Indian Dancing, Folk/National Dance, etc, using steps from culture to chosen music, to develop rhythm, different coordination's and timings. See examples given below. (Try to ensure that where possible, most dance moves cross the midline!)</li> </ul>
<p><b>IMPROVISATION/ COPYING/ MIME AND GUESSING ACTIONS</b></p>  	<ul style="list-style-type: none"> <li>Pupils to be encouraged to think of activities around an experience in their family, in the community, with friends: e.g. birthday party, Umdlala, playing dolly-house (pop-huis), etc</li> <li>Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups</li> <li>Mime movements appropriate to a role in different situations: e.g. during a meal, in a classroom, on a bus, driving a bus or train, etc</li> <li>Make various gestures and facial expression, which the partner must guess (happy, sad, afraid). Take turns</li> <li>(LWB pg 32): Spread your arms wide above you head and pretend to be a large cloud moving around; wave like a tree blowing in the wind; pretend you have an umbrella to protect you from the sun – hold it tightly - move to show you are trying to stop it from being blown away by a strong wind</li> <li>Mime actions to show emotions using visualisations such as eating my favourite food, opening a present, running as though afraid of someone i.e. if a stranger was chasing/following you; movement to show mixing a cake or moving to avoid broken glass (LWB pg 46)</li> <li>(LWB pg 43) Choose a leader. The leader moves to the beat of the music and everyone else must copy the leader</li> </ul>
<p><b>DRAMATISATION &amp; ROLE PLAY</b></p>   <p>My Dolly is Sick</p>	<ul style="list-style-type: none"> <li>Make up short stories of a few sentences based on an object from a box of interesting objects provided. Imagine it to be alive!</li> <li>Stepping into the shoes of someone else: Choose a character and imagine you are that person. Act out how you think they behave</li> <li>In pairs: Develop a short conversation between two characters from the story for that week e.g. an elephant and a mouse</li> <li>Choose and make own movement sentence to interpret a theme – with a beginning and an ending</li> <li>Dramatise a make-believe situation based on a South African poem, song or story, guided by the teacher</li> <li>Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance - individually and in groups</li> <li>Classroom performance incorporating a South African song/ poem/ story with movement and dramatisation</li> </ul>
<p><b>COOLING DOWN &amp; RELAXATION ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>Breathe in stretching up tall, breathe out and flop down like a candle melting or balloon deflating</li> <li>Breathe in an out slowly, while moving arms and upper body like 'rocking a</li> </ul>



	<p>baby' or, or like the 'branches of a tree gently swaying in the wind'</p> <ul style="list-style-type: none"> <li>✚ Slowly shrink to make yourself as small as a mouse, and grow slowly to be as big as a wall</li> <li>✚ Move around the room like a 'feather floating through the sky'</li> </ul>
<p><b>GAMES FOCUSING ON NUMERACY &amp; LITERACY</b></p>  	<p>Many of the poems chosen are <b>action</b> poems, which enhance the learning of Literacy &amp; Numeracy skills. The teacher should not neglect this important part of integration.</p> <p>e.g. <b>FIVE LITTLE SPECKLED FROGS</b></p> <p>Five little speckled frogs Sat on a speckled log Catching the most delicious bugs! Yum Yum! One jumped into the pool Where it was nice and cool Then there were four green speckled frogs! Quaak! Quaak!</p>  <p>Repeat decreasing the numbers each time, until there are no frogs left on the log.</p> <p>Include as many <b>number songs</b> and <b>rhymes</b> as you can.</p> <p>Make <b>letter shapes</b> with the body movement.</p> <p>e.g. Name and ask questions about the number of body parts. Poem: Two Little Eyes: Ask questions around the meaning of the words. Let them act it out.</p> <p>Games as given in body awareness above.</p> <p>Make shapes with your body. Partner must guess the shape. Now give partner a turn. What other things can you do with your arms, legs, and feet?</p> <p>10 Skittles: Roll ball to knock them down: Ask how many did you knock down? How many are left standing?</p> <p>Running a race: Ask questions: Who came first? Who came last? Who came second? Who came third? Where did you come?</p>

## BALLROOM DANCING: GRADE 1



### Basic Waltz steps, using any waltz music:

- ❖ Down, up, up - Count 1,2,3, Moving forwards, to counting by teacher, then with music
- ❖ As above but moving backwards
- ❖ Waltz rhythm from side to side (Balancé)



### Cha-Cha-Cha: (using 'sway' movements of the hips)

- ❖ Step back on R, step forward on L, step-tog-step to R
- ❖ Step forward on L, step back on R, step-tog-step to L
- ❖ Step across L on R leg, step back on left, step-tog-step to R
- ❖ Repeat above to opposite side



## GUMBOOT DANCE: GRADE 1



(These activities fall under the section of keeping a steady beat, exploring movements to music and voice and development of listening skills)

- Bending forwards, stamp L and then R (quickly: and 1). Lift L leg and slap leg with both (2) hands, lifting it off the ground, Stamp L leg on floor (3). Repeat with R leg  
  
Stamp L and then R (quickly – and 1), Lift L leg across body and slap ankle (2), Stamp L leg on floor (1) Lift R across back and slapping ankle (2), stamp R and Lift L leg across and slap ankle (3). Jump on both feet (4)
- Encourage learners to perform their own, gumbboot moves, based on basics taught or what they have learnt from family or community members
- Play with rhythm in this manner. There is plenty of opportunity of crossing the midline while developing rhythm and co-ordination! Can be done barefoot or in school shoes

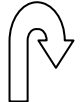


## FOLK/ NATIONAL DANCING: GRADE 1

### Dance 1:







INTRODUCTION		
NAME OF DANCE & COUNTRY OF ORIGIN	THE FRIENDLY NOD - (GERMANY)	
MOVEMENT EDUCATION		
FORMATION	Couple dance. Can be done in circle or straight line.	
WARMING UP	Move head from side to side. Swing arms 10 forwards and 10 backwards. Side bends to warm up. Bend and stretch knees (plie') to warm up.	
LOCOMOTOR MOVEMENTS	Walk forward X3 (R, L & R) and close on 4. Nod head X2. Polka. Step close step hop travelling forwards.	
NON-LOCOMOTOR MOVEMENTS	(Polka) Step close step hop. From side to side	
APPLICATION		
BACKGROUND KNOWLEDGE	The women wear full skirts with aprons, a bodice (laced waistcoat) and a white blouse underneath. They sometimes wear a flat hat or bonnet with pom-poms. They wear flat shoes and white stockings. The men wear ¾ pants, red or black waistcoats and white shirts and hats.	
DANCE STEPS	¾ TIME	
Bars 1-4	Stand sideways to partner. Boy gives R hand to partner. Starting with outside foot. Walk R,L,R, close feet. Look at each other and nod twice.	↑      ↑
Bars 5-8	Repeat the walking forward but instead of nodding, honour each other.	↑      ↑

Bars 9-16	Waltz hold, but facing forwards: step (R), close (L) step (R) hop. Repeat X3.	
-----------	---	---

## Dance 2:










<b>INTRODUCTION</b>		
<b>NAME OF DANCE &amp; COUNTRY OF ORIGIN</b>	<b>ROBIN DDIOG (Idle Robin) (WALES)</b>	
<b>MOVEMENT EDUCATION</b>		
<b>FORMATION</b>	Dance for 4 couples in square formation	
<b>WARMING UP</b>	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.	
<b>LOCOMOTOR MOVEMENTS</b>	Skipping steps forwards.	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Skipping in a circle. Stamps: R (slow), L and R (quick-slow), L and R (quick-slow), L (slow). Step sideways onto R, hop lifting L leg across body. Repeat to L. Repeat again to R and L.	
<b>APPLICATION</b>		
<b>BACKGROUND KNOWLEDGE</b>	The women wear full skirts with petticoats and a blue, grey or checked apron, a white blouse and a shawl. They wear a frilled bonnet with a tall hat on top and tied under the chin. They wear flat buckled shoes and white stockings. The men wear dark pants, a black waistcoat, white shirts, hats and buckled shoes.	
<b>DANCE STEPS</b>	<b><math>\frac{3}{4}</math> TIME</b>	
Bars 1-4	Hold hands in a large circle. Skip 8 X to R.	
Bars 5-6	Release hands and skip in own circle turning to R with 4 steps.	
Bars 7-8	Face centre. Stamp R (slow), L and R (quick-slow), L and R (quick-slow), L (slow)	
Bars 9-12	Step sideways onto R and hop lifting L leg across body. Repeat to L. Repeat again to the R and L.	


## Dance 3:








<b>INTRODUCTION</b>		
<b>NAME OF DANCE AND COUNTRY OF ORIGIN</b>	<b>CHIMES OF DUNKIRK (FRANCE)</b>	
<b>MOVEMENT EDUCATION</b>		
<b>FORMATION</b>	Children stand in circle formation. Holding hands and facing the centre	
<b>WARMING UP</b>	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.	



<b>LOCOMOTOR MOVEMENTS</b>	Running lifting legs high up to the back, 8 counts Skipping steps, 8 counts	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Stamping X 3 Clapping X 3 Walking in own circle to L	
<b>APPLICATION</b>		
<b>BACKGROUND KNOWLEDGE</b>	The women wear full calf length skirts with aprons, a laced bodice (waistcoat) and a white blouse underneath and a shawl. They sometimes wear a small hat or bonnet. The men wear loose blue pants, black waistcoats and white shirts and hats. They both wear rope soled shoes or clogs.	
<b>DANCE STEPS</b>	<b>¾ TIME</b>	
<b>A</b>		
Bars 1-2	Standing a large circle, holding hand and facing the centre. Stamp R foot 3 times.	
Bars 3-4	Clap own hands 3 times	
Bars 5-8	Turn to R making one complete turn with 4 walking steps.	
Bars 9-16	Run round in a circle to L (clockwise) lifting feet well up behind. Girls step to centre facing partner	
<b>B</b>		
Bars 1-8	Repeat A 1-8 above.	
Bars 9-16	Take partners hand. Skip clockwise in a large circle.	

#### Dance 4:






INTRODUCTION			
NAME OF DANCE & COUNTRY OF ORIGIN	COME TO ME (GERMANY)		
MOVEMENT EDUCATION			
FORMATION	Any number of couples in a double circle, men on the outside facing their partners.		
WARMING UP	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.		
LOCOMOTOR MOVEMENTS	Skipping forward for 8 counts. Skipping in a circle for 8 counts.		
NON-LOCOMOTOR MOVEMENTS	Singing and gesturing: 'Come to me, come to me, come to me' (beckon partner with right forefinger – but do not move the feet) Sing and gesturing, with change of tone: 'go from me, go from me, go from me' (Dismiss partner strongly with right forefinger). Take step to own left on 4 <sup>th</sup> bar. Clapping step: Clap own hand, clap partner's right, clap own hands clap partners left (repeat)		

APPLICATION		
BACKGROUND KNOWLEDGE	A peasants' dance of the type where each man dances with woman, very simple and gay in character. West Germany is a land of contrasts, which blends small villages (Hamlets), walled towns, castles, lakes, mountains, with flat plains and modern cities. Nearly every town has an Opera House, due to their great love of music. The woman's costume has a full skirt, blouse, embroidered waistcoats (bodice). The men wear ¾ pants, waitscoats, jackets, shirts and hats.	
DANCE STEPS		
Bars 1-2	Singing: 'Come to me, come to me, come to me, partners beckon to each other with their R forefinger, but do not move their feet.	
Bars 3-4	Change tone and point R forefinger strongly to dismiss their partners and sing: 'Go from me, go from me, go from me', taking a step to own L on bar 4. Everyone is opposite a new partner.	
Bars 5-8	Hold partners right hand, shoulder height. Skip round each other in a circle for 8 counts, end feet together on 8 <sup>th</sup> bar.	
Bars 9-12	Clap own hands, clap partner's right hand Clap own hands, clap partner's left hand Clap own hands, clap partner's right hand Clap own hands, clap partner's left hand	
Bars 13-16	Hold partners right hand, shoulder height. Skip round each other in a circle for 8 counts, end feet together on 8 <sup>th</sup> bar. (Repeat Dance as often as you like)	









## ACTION THEME POEMS FOR DRAMA: GRADE 1

<b>ME</b>     <b>Everyone smiles in the same language.</b>	<b>A FRIENDLY ME! (Anonymous)</b>  Use my lips to speak, and smile too I use my tongue to say 'I'm glad to meet you' I use my hands to wave and greet People who are walking along the street.  I use my heart to spread more love To people, animals and creatures up above. I'd like to ask YOU to be my friend And all my good wishes to you I send!	<b>I HAVE A LITTLE SHADOW</b>  I have a little shadow That goes in and out with me But what can be the use of him Is more than I can see.  He is very, very like me, From his toes up to his head, And I see him jump before me As I get into my bed.
	<b>(LWB pg 25 TERM 1&amp;2)</b> I can clap my hand And stamp my feet, I can nod my head And swing my arms, I can wriggle my toes And touch my nose!	<b>I AM SOMEBODY: (REV. JESSE JACKSON)</b>  I may be poor, but I am somebody I may be young, but I am somebody I may be on welfare, but I am somebody I may be small, but I am somebody I may make a mistake, but I am somebody  My clothes are different, My face is different. My hair is different, but I am somebody!  I am black, brown, white, I speak a different language,


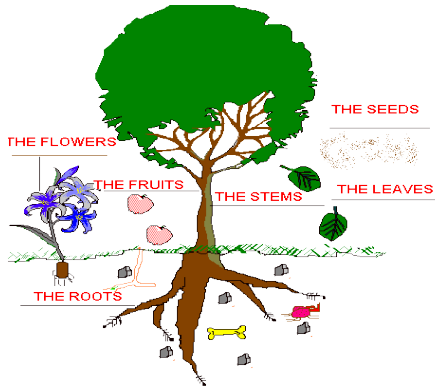




		<p>But I must be respected, protected, never rejected!</p> <p>I am God's child, I am somebody!!</p>
<p><b>AT SCHOOL</b></p> 	<p><b>Tune: ( Mulberry bush) (New Nation)</b></p> <p>This is how we walk to school Walk to school, walk to school. This is how we walk to school Early in the morning,</p> <p>This is how I read my book Read my book, read my book This is how I ready my book, Every day at school,</p> <p>This is how I paint a picture Paint a picture, paint a picture. This is how I paint a picture, Every day at school.</p>	<p><b>AT SCHOOL (C. Mac Master)</b></p> <p>At school I meet my friends each day Where we run and jump and play! Hopscotch, skipping, jump and run Especially when break-time comes!</p> <p>Sometimes we play 'pretend' Cause fantasy is fun Sometimes with the building blocks Or races in the sun</p> <p>The jungle gym is so much fun Climbing, sliding, swing and spin We love to go right to the top.... Oops! the bell goes, we have to stop!!</p>
	<p><b>TO SCHOOL</b></p> <p>To school, to school, to school I go To learn, to learn, to learn, you know Clever, clever, clever me I work so hard, so hard, you see. Tall and tall and tall I grow From head to toe, from head to toe.</p> 	<p><b>OFF TO SCHOOL! (C Mac Master)</b></p> <p>I wake up early everyday I stretch up tall and say my prayers Breakfast time calls out my mum You cannot learn with an empty tum!</p> <p>I brush my teeth and wash my face I then get dressed and comb my hair I grab my bag and my lunch And hurry to the taxi rank.</p> <p>If I am late the teachers mad In the corner I sit oh so sad So I always am on time for school It such great fun when she is cool!</p>
<p><b>HEALTHY HABITS</b></p> 	<p><b>KEEPING CLEAN (C. Mac Master)</b></p> <p>Before I go to bed at night I quickly take a bath To wash off the dirt that comes From playing on the path.</p> <p>I brush my teeth after I eat So strong teeth I will keep Then I quickly brush my hair Before I go to sleep</p> <p>In the morning when I awake I wash and then get dressed I eat a healthy breakfast So I can do my best!</p>	<p><b>DON'T LITTER! (C. Mac Master)</b></p> <p>Litter, litter everywhere On the floor and on the stair Teacher says throw it away We want a clean place to play!</p>  <p>She says, "Keep the classroom clean!" Some children think she is mean They all think that it is cool To drop papers around school.</p> <p>Litter, litter everywhere On the floor and on the stair Let's pick it up right away. Let's clean up our school today!</p>
	<p><b>CLAP SONG</b></p> <p>An apple a day Keeps the doctor away So all the teachers say Drink milk a lot Eat the meat you've got And healthy you will stay!</p>	
<p><b>THE WEATHER</b></p> 	<p><b>THE BIG SNEEZE (From Clever Series)</b></p> <p>It was very quite Inside room number two With everybody writing And lots of work to do.</p>	<p><b>WEATHER (C. Mac Master)</b></p> <p>The weather is so cool today From school we want to stay away For cold weather makes us sick We wear a jacket that's very thick.</p>



	bone, the knee bone is connected to the ankle bone, the ankle bone is connected to the foot bone, they are perfect bones <b>(Chorus).</b>	about! Repeat with right foot, then left foot, lastly, you put your whole self in.... CHORUS is said after each verse.
<b>KEEPING MY BODY SAFE</b>  	<b>SAFETY FIRST (C. Mac Master)</b>  When I am in danger And no policeman's near I quickly dial 10111 And know that they will care.    I must not speak to strangers Or get into their cars I must be very careful When playing near or far.  I should not cross an empty field Or play in parks alone I must beware of naughty friends Cause dangers all around.	<b>PLEASE LOOK OUT! (Anonymous)</b>  Here comes a truck! Look out! Look out! It's hooting at us Can you hear the driver shout? Look out! Look out!    Here comes a car travelling fast Look out! Look out! It's hooting and roaring as it dashes past Look out! Look out!  Here comes a train upon the track Look out! Look out! Let's stand back It's siren is warning us to keep clear Don't go near!
<b>MY COMMUNITY</b>    	<b>MY COMMUNITY (C. Mac Master)</b>  I love the community I live in I have so many friends The mothers watch us when we play They always keep us safe  We never go to the park alone For dangers everywhere If a stranger should suddenly appear They quickly call us near!  My friends and I have so much fun After all our homework's done We skip and run and catch a ball And go home before night falls.	<b>MY VILLAGE (C. Mac Master)</b>  In the village green and tall Stands my house so very small It has windows and two doors A cobbled pathway to the door.  We often love to run and play In the park or river each day Kicking a ball or climbing trees We often fall and scrape our knees!  The teenagers pollute the river each day Making it difficult to swim and play Our parents often get so mad Cause it makes the water bad!!
<b>PETS</b>  	<b>MY DOGGIE</b> My dog and I have lots of fun My dog and I love to run. I toss a ball as far as can be, My doggy brings it back to me!	<b>NAUGHTY DOGGIE</b> Naughty doggie sees a cat Aha, he says, now look at that! A sleeping cat! This will be fun! I'll say YAP-YAP, and watch it run!
	<b>MY DOG</b>  I have a little dog his name is Ruff I sent him to the shop to buy a bag of snuff He broke the bag and spilled the snuff My bad dog, Ruff!	<b>THREE BLIND MICE</b> Three blind mice, three blind mice See how they run, see how they run! They all run after the farmer's wife Who cut off their tails with a carving knife Did you ever see such a thing in your life As three blind mice!
<b>MANNERS &amp; RESPONSIBILITIES</b>  	<b>FIVE LITTLE MONKEYS (WB pg10 term 1&amp;2)</b>  Five little monkeys jumping on the bed One fell off and bumped his head Mama called the doctor and the doctor said 'No more monkeys jumping on the bed!'  Four little monkeys jumping on the bed One fell off and bumped her head Papa called the doctor and the doctor said 'No more monkeys jumping on the bed!'  Three little monkeys jumping on the bed One fell off and bumped his head Mama called the doctor and the doctor said 'No more monkeys jumping on the bed!'	<b>HERE WE GO ROUND THE MULBERRY BUSH</b>  Here we go round the Mulberry bush, The Mulberry bush, the Mulberry bush. Here we go round the Mulberry bush, So early in the morning!  These are the chores we'll do this week, We'll do this week, we'll do this week. These are the chores we'll do this week, So early in the morning!  This is the way we wash our clothes, Wash our clothes, wash our clothes This is the way we wash our clothes,



	<p>Two little monkeys jumping on the bed One fell off and bumped her head Mama called the doctor and the doctor said 'No more monkeys jumping on the bed!'</p> <p>One little monkey jumping on the bed He fell off and bumped his head Papa called the doctor and the doctor said 'Put those monkeys straight to bed!'</p>	<p>So early in the morning!</p> <p>This is the way we iron our clothes, Iron our clothes, iron our clothes This is the way we iron our clothes, So early in the morning!</p>
<p><b>PLANTS &amp; SEEDS</b></p> 	<p><b>My Garden (Adapted by C. Mac Master)</b></p> <p>This is my garden, I'll tend it with care, Here are the seeds I'll plant in there, The sun will shine, The rain will fall, The seeds will sprout and grow up tall.</p> <p>For plants need sunshine and water to grow Then feed them and weed them And soon you will see Beautiful veggies for you and me</p> <p><b>Planting (Dick Wilmes)</b></p> <p>I took a little seed one day About a month ago. I put it in a pot of dirt, In hopes that it would grow. I poured a little water To make the soil right. I set the pot upon the sill, Where the sun would give it light. I checked the pot almost every day, And turned it once or twice. With a little care and water I helped it grow so nice.</p>	<p><b>A Seed Needs (Iram Khan) To the tune of "Ta-ra-ra Boom-de-ay"</b></p> <p>I see you are a seed, Tell me what do you need, I need some soil to grow, And then the sun to glow, Water to make me wet, Air for my leaves to get, Space for my roots to spread, Now I'm a plant, Big in my garden bed!</p> 
<p><b>FOOD</b></p> 	<p><b>FIVE LITTLE PUMPKINS</b></p> <p>Five little pumpkins sitting on a gate The first one said 'Oh my, it's getting late!' The second one said: 'There are witches in the air!' The third one said: 'But we don't care!' The fourth one said: 'Let's run, let's run!' The fifth one said: 'Isn't Halloween fun?'</p> <p>Then 'wooooo' went the wind And OUT went the lights And five little pumpkins rolled out of sight!</p>	
<p><b>HOME</b></p> 	<p><b>MY HOME (Adapted by C. Mac Master)</b></p> <p>This is my home, It has a roof and a floor And right at the front Is a pathway and door.</p> <p>Inside my bedroom I love to play With toys and games on a rainy day Rex, my dog loves to bark and bark When we go for a walk in the park!</p>	<p><b>MY HOME (C. Mac Master)</b></p> <p>My house is very small and green My mother keeps it very clean. My father always fixes stuff While my little brother breaks it up!</p> <p>It has a window in every room With Curtains to let the sunshine in We enter through a wooden door With carpets on every floor</p> <p>In the yard we love to play Especially on a sunny day With ropes and dolls and cars and balls We climb up trees and sometimes fall!</p>



<p><b>PICTURE MAPS</b></p> 	<p><b>MAPS ( C. Mac Master)</b></p> <p>A map they show us where to go On holiday or discovering the snow We cannot get lost today For it helps us find the way!</p> <p>Maps make it easy for us to roam To find our way to our holiday homes Or distant far off exciting places Or simply taking part in races</p> <p>We never can lose our way each day If we use our map when going on holiday!</p>	
<p><b>WATER</b></p>   	<p><b>BATHTIME (Adapted by C. Mac Master)</b></p> <p>In the bath I must go For I am so dirty you know From having fun in the mud And with the water sprinkler</p> <p>I'll run and hide, It's so much fun outside! No matter where I try to hide My mother always finds me</p> <p>Into the bath I must go, the bubbles are such fun.... I soon forget I don't like to bath, No tears in the bath tonight!</p>  	<p><b>WATER (M. Goldish)</b></p> <p>Water, water everywhere, Water all around Water in the ocean Water in the ground.</p> <p>Water in the river Water in a creek Water from a tap With a drip-drip leak!</p> <p>Water in a fountain Water in a lake Water on a flower As day begins to break.</p> <p>Water from a waterfall Rushing down from high Water from a dark cloud Raining from the sky.</p> <p>Water boiling hot Water frozen ice Water in a blue lagoon Clear and clear and nice.</p> <p>Water at a fire Gushing through a hose Water in a garden, So every flower grows.</p> <p>Water for the animals Swimming in the sea Water, water everywhere Just for you and me!!!</p> 
<p><b>THE SKY AT NIGHT</b></p> 	<p><b>ITS GETTING DARK</b></p> <p>It's getting dark It's evening Supper time for the family Day is done The sun is gone We must go to rest!</p>	<p><b>TWINKLE, TWINKLE</b></p> <p>winkle, twinkle, little star How I wonder what you are Up above the world so high Like a diamond in the sky. Twinkle, twinkle little star How I wonder what you are.</p>
<p><b>RELIGIOUS &amp; SPECIAL DAYS</b></p>	<p><b>CHRISTMAS (Adapted by C. Mac Master)</b></p> <p>Father Christmas has a big black bag Loaded with our presents A ring for mom a briefcase for dad Which makes us all so very glad.</p> <p>But what is that that I can see</p>	<p><b>EASTER CAROL (Ellen Robena Field )</b></p> <p>The world is filled with gladness; The bells of Easter ring; Each pure white lily's waking, To welcome infant spring.</p>



Behind the great big Christmas tree  
Would you believe what I can see  
A great big bike just for me!

My little sister had a doll  
My brother has a car  
We are filled with so much joy  
As we play with our toys!

#### Chorus.

Oh, dear little children, listen,  
And hear what the glad bells say!  
The sweetest chime they ever rang -  
"Our Lord is risen today!"

Birds are flying across the sky;  
Their songs ring through the air;  
They carol of the Father's love  
He shows us everywhere.


#### Chorus.




Oh, dear little children, listen,  
And hear what the birdlings say!  
The sweetest song they ever sang -  
"Our Lord is risen today!"

## GRADE 2

### IMPROVISATION, INTERPRETATION CREATIVE GAMES & SKILLS

Stories, nursery rhymes and poems related to the themes for the week can be used in this section for Music, Dramatic and Performing Arts






ACTIVITIES	GRADE 2
<b>WARMING UP BODY PARTS</b> 	<ul style="list-style-type: none"> <li>✚ Deep breathing: in and out, to given count. Stretch arms up, sideways and with twist of torso as in waking up and getting dressed</li> <li>✚ Circling wrists and while sitting, circle ankles clockwise and anti-clockwise, change to pointing and flexing of feet</li> <li>✚ Shaking of hands, feet, legs &amp; arms to warm them up</li> <li>✚ Stretching, curling and twisting the various body parts, using high, medium and low levels</li> <li>✚ Contrasting movements using verbal and sounds signals such as freeze! go! up! down!</li> <li>✚ Curling and stretching the spine while sitting on the floor. Curl into a tight ball, unfolding and lengthening the spine, etc</li> <li>✚ Warm up body using circles, angles, curves and zig-zags</li> <li>✚ Crossing the midline: Breathe in deeply stretching up tall, breathe out bending to touch right knee with both hands, repeat to Left. Breathe in deeply stretching up tall, breathe out bending to touch right ankle with both hands, repeat to Left</li> <li>✚ Movements with the elbow, nose, head or shoulder leading</li> <li>✚ Use different levels: i.e. stretch up high to pick an apple off the top of the tree, bend low to place it in a basket. Bend knees to pick off the middle of the tree, bend low to place in basket</li> </ul>
<b>LOCOMOTOR MOVEMENTS</b>	<ul style="list-style-type: none"> <li>✚ Moving activities developing spatial awareness and body awareness: (Eye focus and use of space as they avoid knocking into each other)</li> </ul>

	<ul style="list-style-type: none"> <li>Fast walking or running forwards, backwards or sideways watching out for others. On given signal turn to right or left as instructed, in own space</li> <li>Fast walking in own direction around area, avoiding bumping into others On given signal stand feet apart and swing arms from side to side. Can be done with slow running</li> <li>Walking, running, skipping hopping in different directions, on own and with a partner</li> <li>Sliding the feet on the floor (slipping steps) and running with a leap on their own and with a partner – concentrate on correct landing (toe-ball-heel and bending of knees)</li> <li>Gallop with a partner, and twist round each other on a given signal. Can also be done on their own</li> <li>Marching, leaping, jumping, galloping, turning on their own and with a partner (polka step or spinning). On signal, change direction</li> </ul> <p>(All movements in this section should be taken from the theme/poem/story, being used so that they are able to do them during main part of the lesson)</p>
<p><b>NON-LOCOMOTOR MOVEMENTS</b></p> 	<ul style="list-style-type: none"> <li>Running on the spot. On given signal balance on any body part</li> <li>Balance movements using various levels: standing on one leg: lifting it into various positions. Change legs/Done with bending and stretching of knees</li> <li>Reaching, bending, rising on own and with a partner</li> <li>Teaching correct landing when jumping: ball-heel and bending of knees as well as hopping, skipping, jumping 2 onto 2 on the spot</li> <li>Rolling, swinging and stretching: alone and with a partner</li> <li>Turning, falling, stamping, kicking on their own and with a partner</li> </ul> <p>(All movements in this section should be taken from the theme/poem/story, being used so that they are able to do them during main part of the lesson)</p>
<p><b>BREATHING EXERCISES TO WARM UP VOICE</b></p> 	<ul style="list-style-type: none"> <li>Using songs, singing vowels, rhymes and tongue twisters</li> <li>Singing songs: using unison, rounds and call and response</li> <li>Developing articulation (lips, tongue, jaw) through imaginative play</li> <li>Warm up voice: using songs and rhymes focusing on high and low notes and fast and slow tempos</li> <li>Singing songs to improve the ability to sing in tune</li> </ul>
<p><b>KEEPING A STEADY BEAT &amp; THE DEVELOPMENT OF LISTENING SKILLS</b></p> 	<ul style="list-style-type: none"> <li>Using home-made instruments: play to a given beat, using different tempos and rhythms: <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> ♪</li> <li>Move freely to the beat, while playing it</li> <li>Body percussion: Keep a steady beat and use of different timbres (click, clap, stamp)</li> <li>Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</li> <li>Playing percussion instruments/ body percussion in time to music and/ or class singing</li> <li>Poly-rhythms using body percussion and/or percussion instruments</li> <li>Listen to music and identify mood: sad, happy, calm, excited, etc</li> <li>Use soft and loud, strong and gentle (Language skills– vocabulary) when planning, clapping or stamping – counting to develop Numeracy skills</li> <li>One group plays a beat. The other claps or stamps to the beat, while counting out the rhythm – change sides</li> <li>Using percussion instruments/body percussion: Keep a steady beat/</li> </ul>



	<ul style="list-style-type: none"> <li>perform simple rhythms, counting the rhythm (develops numeracy skills)</li> <li>Clapping games with a partner to develop focus and co-ordination</li> <li>Keeping a steady beat with change in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos, etc</li> <li>Composing sound-scapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: <b>grandfather clock</b>- loud, low pitch, slow; <b>bird</b>: quiet, high pitch, fast, etc</li> </ul>
<p><b>COPYING / MIME /GUESSING ACTIONS</b></p> 	<ul style="list-style-type: none"> <li>Make various gestures and facial expression, which the partner must guess (happy, sad, afraid). Take turns</li> <li>Mime actions to show emotions using visualisations such as eating my favourite food, opening a present</li> <li>Simple mime: imitating everyday activities focusing on weight shape and space: such as picking up a heavy rock; moving as a light feather; straightening a picture; picking fruit from a tree; walking out in the cold; putting on tight clothes; crouching in a narrow cave; kicking a ball on a big soccer field, etc</li> <li>Simple mime actions showing: lifting and carrying something heavy and wide/ small and fragile/ hot/ etc</li> </ul>
<p><b>IMPROVISATION/ DRAMATISATION &amp; ROLE PLAY</b></p>  	<ul style="list-style-type: none"> <li>Create a simple puppet using waste materials: sock puppets, finger puppets, shadow puppets</li> <li>Own puppet performance based on appropriate vocal characterization and manipulation of own puppet</li> <li>Exploring the movement characteristics of the puppet such as: the hungry lion crawling and creeping about to catch the mouse', etc</li> <li>Improvise appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter the Wolf'</li> <li>Exploring attitude, status and relationships of a puppet – characters such as the villain, animal characters, the witch, the princess, etc</li> <li>Create short scenes based on appropriate topics, focusing on storyline</li> <li>Create appropriate characters: show differences between characters and character's point of view in short scenes</li> <li>Perform role-play related to selected topics or stories told by the teacher, working with a partner and then switching roles</li> <li>Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder and ask to reveal what she/he is feeling at the moment, etc</li> <li>Developing a puppet performance by focusing on a conversation between puppets</li> </ul>
<p><b>BODY AWARENESS AND EXPLORATION OF MOVEMENT TO MUSIC AND VOICE &amp; DEVELOPMENT OF LISTENING SKILLS</b></p>	<ul style="list-style-type: none"> <li>Explore space and direction through movement, using words such as below, above, on top, under, on the side, in-front, behind, through, into, out of, around -using the body or obstacles to develop an understanding of above mentioned terms</li> <li>Vocal exercises such as rhymes and movement patterns such as follow the leader, walking, skipping and clapping to a given beat</li> <li>Indigenous songs, rhymes and rhythmic games, using voice: ( loud/ soft)</li> <li>Songs and Poems: portray in action</li> <li>Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on 'my favourite food', accumulation stories, echo stories, etc</li> </ul>



	<ul style="list-style-type: none"> <li>Listen to music and identify mood such as (sad, happy, calm, excited)</li> <li>Explore beginning, middle and endings of songs, rhymes, stories and movements</li> <li>Development of listening skills through musical games, using different tempos, pitch, dynamics, duration</li> <li>Listen to a piece of music and describe how it makes you feel (mood: happy, sad, relaxed, excited, etc)</li> </ul>
<p><b>SINGING, RHYTHM</b></p>  <p><b>&amp; DANCE</b></p>  	<ul style="list-style-type: none"> <li>Perform rhythm patterns using key words from selected topics such as people at work: 'woodcutter' = chop-chop-chop'; 'butcher' = slice-slice, and others</li> <li>Use above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow</li> <li>Performing rhythm patterns combined with locomotor movements such as clapping, pony gallops, marching, skipping, etc</li> <li>Perform songs focusing on dynamics such as: loud / soft; slow / fast, etc</li> <li>Create sounds and rhythms specific to the mood of the puppet by using voice, instruments or found objects</li> <li>Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc</li> <li>Singing indigenous songs showing appropriate movement / dramatisation</li> <li>Sing songs using contrasts in voice, e.g. loud and soft; fast and slow,</li> <li>Clapping rhythms in <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beats. Moving to music <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beat</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>Learn movements from a South African dance, such as Gumboot Dancing, Zulu Dancing, Xhosa Dancing, Indian Dancing and other suitable Folk/ National Dances from any country. Give some background of country chosen (HSS)</li> <li>Learners do simple steps to music, Ballroom Dancing: Waltz steps forward and backwards and Cha-Cha Steps - where they cross the midline and are also a fun way of keeping fit and developing rhythm and coordination in children</li> </ul> <p>These learnt sequences also help with memorization and sequencing order</p>
<p><b>COOLING DOWN &amp; RELAXATION ACTIVITIES</b></p> 	<ul style="list-style-type: none"> <li>Breathe in stretching up tall, breathe out and flop down like a limp rag doll</li> <li>Breathe in an out slowly, while lying on your back, visualising colour as a stimulus</li> <li>Express mood or ideas through movement such as floating on a cloud, feeling sleepy, etc</li> <li>Lying on back: tighten/contract all the muscles –tightening fists and shoulders and then relaxing all the muscles so body feels heavy on the floor, etc</li> <li>Slowly shrink to make yourself as small as a mouse, and grow slowly to be as big as a wall</li> <li>Move around the room like a 'feather floating through the sky'</li> </ul>
<p><b>GAMES FOCUSING ON NUMERACY &amp; LITERACY</b></p>	<ul style="list-style-type: none"> <li>Many of the poems chosen are action poems, which enhance the learning of Literacy &amp; Numeracy skills. The teacher should not neglect this important part of integration. Include many number songs and rhymes. Play games focusing on Numeracy and Literacy such as number songs and rhymes, participatory stories, making letter shapes through movement,</li> </ul>



- ✚ writing name with toes, verbal dynamics (pull, twist, stretch, spin, etc.)
- ✚ Name and ask questions about the number of body parts. Poem: Two Little Eyes: Ask questions around the meaning of the words. (Act it out)
- ✚ Games as given in body awareness above
- ✚ Make shapes with your body. Partner must guess the shape. Change. What other things can you do with your arms, legs, and feet?
- ✚ Dancing your way home- hopscotch. Step on the 2X tables only. Say tables as you move. Simon Says: 2X2 is 4; etc

## BALLROOM DANCING: GRADE 2



### Basic Waltz steps, using waltz music, to develop rhythm and co- ordination:

- *Waltz: Down, up, up - Count 1,2,3 (8X)*
- Waltz step moving forward on own. Moving backwards on own.
- Waltz step, with a partner. Boy moves forward and girl moves back
- As above, with partner, but waltz for 8 and turn underarm for 4, waltz round each other for 4 counts. Repeat
- Waltz rhythm from side to side (Balancé)



### Cha-Cha-Cha (using 'sway' movements of the hips)

- Step back on R, step forward on L, step-tog-step to R
- Step forward on L, step back on R, step-tog-step to L
- Step across L on R leg, step back on left, step-tog-step to R
- Repeat above to opposite side.



## GUMBOOT DANCE: GRADE 2

(These activities come under the keeping a steady beat, exploring movement to music and voice & development of listening skills section)




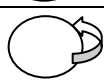
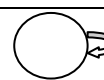

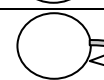


- Bending forwards, stamp L and then R (quickly and 1). Lift L leg and slap leg with both (2) hands, lifting it off the ground, Stamp L leg on floor (3). Repeat with R leg. Stamp L and then R (quickly – and 1), Lift L leg across body and slap ankle (2), Stamp L leg on floor (1) Lift R across back and slapping ankle (2), stamp R and Lift L leg across and slap ankle (3). Jump on both feet (4).
- Encourage learners to make up their own dancers or to learn from family members and to then teach the class.
- Play with rhythm in this manner. There is plenty of opportunity of crossing the midline and developing rhythm! Can be done barefoot or in school shoes.

## NATIONAL/ FOLK DANCES: GRADE 2



### Dance 1

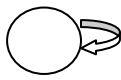


INTRODUCTION		
NAME OF DANCE AND COUNTRY OF ORIGIN	RIPE BARLEY (RIEPE RIEPE GARSTE) (HOLLAND)	
MOVEMENT EDUCATION		
FORMATION	In a double circle, boys backs to centre, facing girls (Partner).	
WARMING UP	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.	
LOCOMOTOR MOVEMENTS	Running steps forwards Running steps in a circle	
NON-LOCOMOTOR MOVEMENTS	Clap partners both hands, Clap own hands Clap partner's R opposite hands, Clap own hands Clap partner's L opposite hands, Clap own hands Clap partner's both opposite hands, Clap own hands	
APPLICATION		
BACKGROUND KNOWLEDGE	A low and flat lying country. Their major industry is fishing, but they are also famous for their tulip flowers and windmills. The women wear bonnets, with wide skirts and aprons. The men wear baggy pants, jackets and shirts, as well as flat caps. Both men and women wear clog shoes.	
DANCE STEPS		
Bars 1-4	Clap partners both hands, Clap own hands Clap partner's R opposite hands, Clap own hands	
Bars 5-8	Clap partner's L opposite hands, Clap own hands Clap partner's both opposite hands, Clap own hands	
Bars 1-8	'Windmills' with partner, holding R hands first Step close, step close to R, followed by 3 stamps	
Bars 1-8	Repeat 'Windmill to the left	
Bars 1-4	Hook R arms with partner and do 8 running steps in a circle	
Bars 5-8	Hook L arm with next partner and do 8 running steps in a circle. (Progressing to the left).	



### Dance 2

<b>INTRODUCTION</b>		
<b>NAME OF DANCE AND COUNTRY OF ORIGIN</b>	<b>CUCKOO DANCE (AUSTRIA)</b> (Dance is light and gay in character)	
<b>MOVEMENT EDUCATION</b>		
<b>FORMATION</b>	Any number of couples stand in a ring taking the ordinary grasp as for waltz,	






	men facing the inside, women on the outside of the ring. One odd man in the middle of the double circle/ring.	
<b>WARMING UP</b>	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.	
<b>LOCOMOTOR MOVEMENTS</b>	Gallop steps forward, moving in own direction. Gallop steps to the side, first R and then to the L.	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Sing 'Cuckoo' 3 times, bending to L, R and L. Push as though pushing partner away.	
<b>APPLICATION</b>		
<b>BACKGROUND KNOWLEDGE</b>	Austria has both mountains and flat areas. They love music and each village has its own band. Their music has a lovely rhythmic swing with a simple harmony. Women wear a full skirt, waistcoat (bodice) and a white blouse. The men wear leather shorts and braces as well as a white shirt.	
<b>DANCE STEPS</b>		
Bars 1-8	Waltz hold. Dance gallop steps to men's L, travelling in a double circle, jump feet together on 8 <sup>th</sup> bar.	
Bars 1-8	Repeat to R and back to place, ending with both circles facing the centre, men resting their hand on their partner's shoulders.	
Bars 1-8	Each man sings 'cuckoo' 3X, then pushes partner away from him. Girls run to R to change partners. As they do so the man in the middle catches one and takes her for his partner. The man without a partner then goes to the centre/middle of the ring.	
	Repeat dance as many times as you like.	

## Dance 3

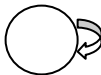

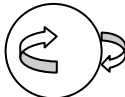
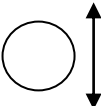



<b>INTRODUCTION</b>	
<b>NAME OF DANCE AND COUNTRY OF ORIGIN</b>	SHOEMAKER (DENMARK) Couple Dance
<b>FORMATION</b>	Double circle, facing partner. Boy's back to centre.
<b>MOVEMENT EDUCATION</b>	
<b>WARMING UP</b>	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.
<b>LOCOMOTOR MOVEMENTS</b>	Polka step forward travelling freely in own space. Polka steps with a partner.
<b>NON-LOCOMOTOR MOVEMENTS</b>	Clench hands and circle them round each other in a forward direction twice. (Winding the thread). Repeat circling in opposite direction (wind it back). Pull arms outwards with elbows bent (pull thread tight). 3 claps.
<b>APPLICATION</b>	
<b>BACKGROUND KNOWLEDGE</b>	The dancers are friendly, outgoing and relaxed. Their music has a gentle relaxed rhythm. Skirts are long and they wear scarves and a bonnet. The men wear yellow and black $\frac{3}{4}$ pants, white shirts and a hat with clogs or black shoes.




DANCE STEPS		
Bars 1-4	Clench hands and circle them round each other in a forward direction twice. (Winding the thread). Repeat circling in opposite direction (wind it back).	
Bars 5-8	Pull arms outwards with elbows bent (pull thread tight), followed by 3 claps. Take Danish waltz hold.	
Bars 9-16	8 polka steps with partner travelling around in a circle.	








## Dance 4

INTRODUCTION		
NAME OF DANCE AND COUNTRY OF ORIGIN	FRENCH DANCE/ BRETON DANCE (FRANCE) Couple Dance	
MOVEMENT EDUCATION		
FORMATION	In couples, boys on inner circle, facing out, and girls on the outer circle facing in.	
WARMING UP	Move head from side to side. Swing arms forwards and backwards to warm up. Side bends to warm up. Bend and stretch knees (plie') to warm up.	
LOCOMOTOR MOVEMENTS	Running steps forward lifting feet up at the back. Running steps backwards, lifting feet under you. Gallop steps to L, repeat to R.	
NON-LOCOMOTOR MOVEMENTS	Step-swing-hop to R and them to L. Stamping steps with partner, turning underarm, ending back to back. Repeat turning to face each other.	
APPLICATION		
BACKGROUND KNOWLEDGE	The women wear full calf length skirts with aprons, a laced bodice (waistcoat) and a white blouse underneath and a shawl. They sometimes wear a small hat or bonnet. The men wear loose blue pants, black waistcoats and white shirts and hats. They both wear rope soled shoes or clogs.	
DANCE STEPS		
Bars 1-16	Step swing hop R and L, 4 running steps (clap on 1 <sup>st</sup> run), passing partners by the R shoulder (girls are now on the inner circle and boys on the outer circle). Repeat all, but running backwards passing partner by the L shoulder and back to original place.	
Bars 1-16	Hold hands with partner, keeping elbows straight. 4 gallop anti-clockwise – 4 stamps turning under-arm and finishing back to back. Repeat moving clockwise and ending facing partner.	
Bars 1-16	Boys' circle moves clockwise and girls' circle moves anti-clockwise. 8 skips to the R and 8 to the L, finishing opposite partner.	
Bars 1-16	Boys step R and clap hands overhead (bending slightly to R). Repeat to L, etc. Girls step R and bob, Repeat to L. Boys then do 4 running steps turning on the spot, while	



	girls do 4 runs anti-clockwise to next partner in the circle.	
Bars 1-16	Repeat above, progressing to yet another partner in the circle.	

## THEME POEMS: GRADE 2

<b>WHAT WE NEED TO LIVE</b>  	<b>WHAT WE NEED (C. Mac Master)</b> <p>We all need fresh air          Sunlight and some rain          We all need the warm sun          So we can play our games.</p> <p>We need trees for oxygen          So our food can grow          We need our house for shelter          But we love the snow.</p> <p>We need to eat our vegetables          As well as our fruit, and          To keep our bodies strong          With exercise we can't go wrong!</p>	 
<b>EVERYONE IS SPECIAL</b> 	<b>THE ELF MAN</b> <p>I met a little elf-man once          Down where the lilies grow          I asked him why he was so small          And why he didn't grow!</p> <p>He slightly frowned          And with his eyes          He looked me through and through          I'm quite as big for me said he          As you are big for you!!</p>	<b>MY FEET (Kenn Nesbitt)</b> <p>My feet, my feet, I love my feet          I think they great, I think they neat.          They pretty, brown and picturesque          They look so perfect on my desk.</p> <p>Unfortunately, sad to tell          They also have a funny smell          So though I'm fast, and though I'm fleet          And though at sports I can't be beat          No team will pick me to compete          Because they always smell defeat!</p>
<b>HEALTHY LIVING</b> 	<b>GROWING (Anonymous)</b> <p>Look at me, I'm in a ball (Curl up on the floor)          You can see I'm very small!          Now I think I need to grow (Gradually move up slowly to knee height)          Up and up, ever so slow!</p> <p>I am growing, I can feel          Until upon my knees I kneel (kneel upright)          Slowly rising, up I stand (start moving upwards to standing position)          Can I touch the ceiling with my hand? (Move slowly onto feet with hands moving upwards)</p>	<b>FRUIT AND VEGETABLES (Adapted by C. Mac Master)</b> <p>Plant your veggies all in a row          Add water and see them grow          Carrots and pumpkin          and butternut too          Soon we will have veggies stew!</p> <p>I went to the market          At half past two          I bought some bananas          And oranges too.</p> <p>I saw a lady selling her wares          Calling:          Pineapples, apples,          Watermelon and pears!!</p> 
<b>SEASONS</b>	<b>SEASONS MAKE A YEAR (My Clever Literacy)</b> <p>This is the season          Cool with reason          Leaves turn golden brown</p>	<b>RAIN IN SUMMER (H. W. Longfellow)</b> <p>How beautiful is the rain!          After the dust and heat,          In the broad and fiery street,          In the narrow lane,</p>



In moving air they come swirling down,  
A new season has begun.  
Which Season?  
This is the season with wind and snow  
The trees are asleep and do not grow  
The hedgehogs, snakes and birds withdraw  
And do not give birth at all  
Which season?  
New plants grow from seeds  
To provide in all our needs  
Birds build different nests  
In which their babies can grow and rest.  
Which season?  
In this season the leaves are green  
And give oxygen which we breathe in  
We eat apricots, peaches and pears  
Everybody likes them and everyone shares.  
Which season?

How beautiful is the rain!  
How it clatters along the roofs,  
Like the tramp of horses hoofs!  
How it gushes and struggles out  
From the throat of the overflowing spout!  
Across the window pane  
It pours and pours;  
And swift and wide,  
With a muddy tide,  
Like a river down the gutter it roars  
The rain, the welcome rain!  
In the country, on every side,  
Where far and wide,  
Like a leopard's tawny and spotted hide,  
Stretches the plain,  
To the dry grass and the drier grain  
How welcome is the rain!

## ANIMALS



## Old Mac Donald

Old Mac Donald had a farm, E I E I O,  
And on his farm he had some chicks,  
E I E I O  
With a chick, chick here  
And a chick, chick there  
Here a chick, there a chick,  
Everywhere a chick, chick.

Old Mac Donald had a farm, E I E I O,  
And on his farm he had some cows,  
E I E I O  
With a moo, moo here  
And a moo, moo there  
Here a moo, there a moo,  
Everywhere a moo, moo.

Old Mac Donald had a farm, E I E I O,  
And on his farm he had some pigs,  
E I E I O  
With a oink, oink here  
And a oink, oink there  
Here a oink, there a oink,  
Everywhere a oink, oink, etc

## HEY DIDDLE, DIDDLE



Hey diddle, diddle  
The cat and the fiddle  
The cow jumped over the moon  
The little dog laughed to see such fun  
And the dish ran away with the spoon.

## ALICE THE CAMEL



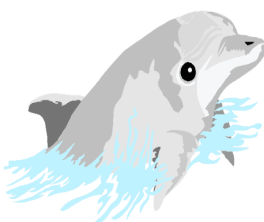
Alice the camel has five humps,  
Alice the camel has five humps,  
Alice the camel has five humps.  
So go Alice go!.....  
Boom! boom! boom!

- (2) Alice the Camel has four humps.
- (3) Alice the Camel has three humps.
- (4) Alice the Camel has two humps.
- (5) Alice the Camel has one hump.
- (6) Alice the camel has no humps,

Alice the camel has no humps,  
Alice the camel has no humps.  
Cause Alice is a horse!



## ANIMALS & CREATURES THAT LIVE IN WATER



## ONE, TWO, THREE, FOUR, FIVE

One, two, three, four, five  
Once I caught a fish alive,  
Six, seven, eight, nine, ten  
Then I let it go again.

Why did you let it go?  
Because it bit my finger so  
Which finger did it bite  
My little finger on the right  
Father said it serves you right  
Because you did not hold it tight!















## CROCODILE'S TOOTHACHE (Shel Silverstein)







Oh the Crocodile  
Went to the dentist  
And sat down in the chair,  
And the dentist said,  
"Now tell me, sir,  
Why does it hurt and where?"

And the Crocodile said, "I'll tell you the truth,  
I have a terrible ache in my tooth,"  
And he opened his jaws so wide, so wide,  
That the dentist, he climbed right inside,  
And the dentist laughed, "Oh, isn't this fun?"



 	<p><b>QUACK! QUACK! QUACK!</b></p> <p>Five little ducks that I once knew, Big ones, little ones, skinny ones too, But the one little duck with the Feather on his back, All he could do was, "Quack, Quack, Quack!" All he could do was, "Quack, Quack, Quack!"</p> <p>Down to the river they would go, Waddling, waddling, to and fro, But the one little duck with the Feather on his back, All he could do was, "Quack, Quack, Quack!" All he could do was, "Quack, Quack, Quack!"</p> 	<p>As he pulled the teeth out, one by one. And the crocodile cried, "You're hurting me so! Please put down your pliers and let me go." But the dentist just laughed with a Ho, Ho Ho, And he said, "I still have twelve to go --</p> <p>Oops, that's the wrong one I confess, But what's one crocodile tooth, more or less?" Then suddenly, the jaws went snap, And the dentist was gone, right off the map, And where he went one could only guess.....</p> <p>To North or South or East or West..... He left no forwarding address. But what's one Dentist more or less?</p>
<p><b>ANIMAL HOMES</b></p>  	<p><b>ANIMALS' HOUSES (JAMES REEVES)</b></p> <p>Of animals' houses Two sorts are found- Those which are square ones And those which are round.</p> <p>Square is a hen-house, A kennel, a sty; Cows have square houses And so have I.</p> <p>A snail's shell is curly, A bird's nest is round; Rabbits have twisty burrows Underground.</p>  <p>But the fish in the bowl And the fish at sea- Their houses are round As a house can be.</p>	<p><b>THE TURTLE</b></p> <p>The turtle can't go out to play, Or sell his house or rent it; For when he moves, His house moves too And nothing can prevent it.</p>  <p><b>HERE IS MY TURTLE</b></p> <p>Here is my turtle, (Form fist and extend thumb.) He lives in a shell. (Put thumb inside fist.) He like his home Very well. (Nod head) He pokes his head out (Pop out thumb.) When he wants to eat. (Circle thumb around.) And pulls it back in When he wants to sleep. (Put thumb back inside fist.)</p> 
<p><b>SOIL</b></p> 	<p><b>SAND</b></p> <p>I've got sand between my fingers, Sand between my toes Sand in both my ears Sand up my nose!</p> <p>Sand in my bell button Sand on my bottom, My fingernails are sandy too I wonder how I got 'em!!</p>	
<p><b>TRANSPORT</b></p> 	<p><b>THE WHEELS ON THE BUS (Delphine Evans)</b></p> <p>The wheels on the bus go round and round Round and round, round and round, The wheels on the bus go round and round, All day long.</p> <p>The bells on the bus goes ding-a-ling-a-ling Ding-a-ling-a-ling, ding-a-ling-a-ling The bells on the bus goes ding-a-ling-a-ling All day long.</p>	<p><b>FLYING TO THE MOON (Oxford Press)</b></p> <p>We flying to the moon We flying to the moon We've left the earth in our rocket ship And we flying to the moon.</p> <p>We turning round in space We turning round in space We've left the earth in our rocket ship And we turning round in space.</p> 



	<p>The hooter on the bus goes honk, honk, honk Honk, honk, honk, honk, honk, honk, The hooter on the bus goes honk, honk, honk, All day long.</p> <p>The people on the bus get on and off, On and off, on and off, The people on the bus get on and off, All day long.</p>	<p>We landing on the moon We landing on the moon We've left the earth in our rocket ship And we landing on the moon.</p> <p>We walking on the moon We walking on the moon We've left the earth in our rocket ship And we walking on the moon.</p> <p>We blasting off home again We blasting off home again We've left the earth in our rocket ship And we blasting off home again.</p> <p>We splashing down in the sea We splashing down in the sea We've left the earth in our rocket ship And we splashing down in the sea!</p>
<p><b>Vusi Drives the Kombi</b></p> <p>Vusi drives the kombi that takes us all to school. We open all the windows so the air blows nice and cool. He hoots when he fetches us, he hoots when he goes, He hoots at the cows that are standing in the road. Vusi drives the kombi that we all love to ride.</p>		
 	<p><b>THE BIG SHIP SAILS ON THE ALLEY, ALLEY O</b></p> <p>The big ship sails on the alley, alley O The alley, alley O, the alley, alley O. The big ship sails on the alley, alley O On the last day of September.</p> <p>The captain said " It will never, never do never, never do, never, never do The captain said " It will never, never do On the last day of September</p> <p>The big ship sank to the bottom of the sea bottom of the sea, bottom of the sea The big ship sank to the bottom of the sea On the last day of September.</p> <p>We all dip our hands in the deep, blue sea, The deep, blue sea, the deep, blue sea We all dip our hands in the deep, blue sea On the last day of September.</p>	<p><b>THE SONG OF THE ENGINE (C WEATHERLY)</b></p> <p>When you travel on the railway, And the line goes up a hill, Just listen to the engine As it pulls you with a will. Though it goes very slowly It sings this little song. "I think I can, I think I can," And so it goes along.</p>  <p>But later on the Journey, When you're going down a hill, The train requires no pulling, And the engine's singing still. If you listen very quietly You will hear this little song, "I thought I could, I thought I could!" And so it speeds along.</p>
<p><b>ROAD SAFETY</b></p> 	<p><b>KEEPING SAFE (C. Mac Master)</b></p> <p>Whenever I must cross the road I look to left and right I must ensure there are no cars And no large trucks in sight!</p> <p>I must not play games on the road Or run across the street To chase my bouncing ball For most cars travel at great speed!</p> <p>When walking on the roadside I must take special care To face oncoming traffic So I know when cars are near!</p> 	<p><b>THE ROBOT</b></p>  <p>Stop! Says the red robot Everyone must stop. When you see the light is red Don't be careless, use your head</p> <p>Only when the light is green May you on the road be seen. Careful! Says the Yellow light Wait until the robot's right !!</p> <p><b>THE ROBOT (Grahamstown District)</b></p> <p>Green means go Yellow means slow Red means stop (Repeat all) Everyday when I walk to school I obey every traffic rule When the robot says red That means stop Ask any traffic cop Repeat first 3 lines again.</p>

## PEOPLE WHO HELP US



## MY DOMESTIC (My Clever Literacy)

Liesbet is always friendly  
And she behaves so gently  
She does her work singing and smiling  
Washing the clothing and doing the ironing.  
She is helpful and polite  
Playing with the kids and their kite

She meets us at school  
Gives us sandwiches and something cool

We appreciate what she does at home  
She never ever leaves us alone!

Name the rhyming words  
Which words are verbs?  
Which words describe Liesbet?  
Give another word for kindly, grateful,  
children

## The Gardener ( Robert Louis Stevenson) (Adapted by C. Mac Master)

The gardener does not like to play.  
He makes me clean the driveway;  
He puts his tools far away,  
with them I cannot play!

Away behind the veggie rows,  
Where no one else but adults may go,  
Far in the plots, I see him dig,  
Old and serious, brown and big.

He trims the flowers, green, red, and blue,  
Nor wishes to be spoken to.  
He digs the beds and cuts the hay,  
Neat and tidy they must stay.

Silly gardener! Summer goes,  
And winter comes with pinching toes,  
When in the garden bare and brown  
You must lay your barrow down.

Well now, and while the summer stays,  
I make the most of these warm days  
O how much wiser he would be  
To play at cowboy wars with me!

## OUR COUNTRY



## NKOSI SIKEL' IAFRIKA

Nkosi sikelel' iAfrika  
Maluphakanyis' uphondo lwayo  
Yizwa imithandazo yethu  
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso  
O fedise dintwa le matshwenyeho  
O se boloke, O se boloke setjhaba sa heso  
Setjhaba sa South Africa – South Africa...

Uit die blou van onse hemel  
Uit die diepte van ons see  
Oor ons ewige gebergtes  
Waar die kranse antwoord gee.

Sounds the call to come together  
And united we shall stand  
Let us live and strive for freedom  
In South Africa, our land.



## WAYS WE COMMUNICATE








## COMMUNICATION (Adapted by C. Mac Master)

We all need to have friends  
With whom we play each day  
We talk and read and sing our songs  
Each and every day

Writing is so much fun  
We show how we feel  
A letter to our mum and dad  
Or gogo far away

Listening is what we do  
When watching television  
Or an exciting story being read  
Just before we go to bed!





<p><b>LIFE AT NIGHT</b></p> 	<p><b>IN THE DARK, DARK WOOD</b></p> <p>In the dark, dark wood Is a dark, dark house In the dark, dark house, Is a dark, dark room, In the dark, dark room, Is a dark, dark cupboard, In the dark, dark cupboard Is a dark, dark box, In the dark, dark box, there is a GHOST!</p> 	<p><b>SOMEONE (WALTER DE LA MARE)</b></p> <p>Someone came knocking At my wee, small door Someone came knocking I'm sure, sure, sure I listened, I opened I looked to left and right But naught there was a stirring In the still dark night!</p> <p>Only the busy beetle, tap-tapping in the wall Only from the forest The screech-owl's call Only the cricket whistling While the dewdrops fall So, I know not who came knocking, At all, at all, at all!!</p> 
<p><b>RELIGION &amp; OTHER SPECIAL DAYS</b></p>  <p>shutterstock - 22745725</p>  <p>shutterstock - 42557956</p>	<p><b>CHRISTMAS DONKEY</b></p> <p>I'm a humble little donkey Who in a stable lay By Mary and her baby That first Christmas Day.</p> <p>My friend the ox did give Him A stable for a bed Because the baby had no bed On which to lay his head.</p> <p>I saw the shepherds kneeling As though He were a king And thought, what can I give Him I have no gifts to bring.</p> <p>But then His mother, Mary Looked up to me and smiled I'm sure she knew I wanted To serve her little Child. And when they fled for safety To Egypt far away I carried them, I was so glad To serve them both that day!</p>	<p><b>EASTER CAROL (Ellen Robena Field)</b></p> <p>The world is filled with gladness; The bells of Easter ring; Each pure white lily's waking, To welcome infant spring.</p> <p><b>Chorus.</b> Oh, dear little children, listen, And hear what the glad bells say! The sweetest chime they ever rang - "Our Lord is risen today!" Birds are flying across the sky; Their songs ring through the air; They carol of the Father's love He shows us everywhere.</p> <p><b>Chorus.</b> Oh, dear little children, listen, And hear what the birdlings say! The sweetest song they ever sang - "Our Lord is risen today!"</p>

## GRADE 3






### IMPROVISATION, INTERPRETATION CREATIVE GAMES & SKILLS







ACTIVITIES	GRADE 3
<p><b>WARMING UP BODY PARTS</b></p>	<p>✚ Deep breathing: in and out, to given count. Stretch arms up, sideways and with twist of torso as in waking up and getting dressed</p> <p>✚ Stretching, curling and twisting the various body parts, using high, medium and low levels</p>

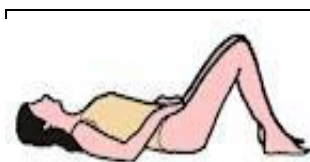


	<ul style="list-style-type: none"> <li>Swinging and swaying of arms, legs and body</li> <li>Warming up with focus on posture, alignment of knees over the middle toes when bending and pointing the feet</li> <li>Warming up with isolation and combining of various body parts: making circles with wrists and hips simultaneously; arms, shoulders and upper body simultaneously</li> <li>Warming up with focus on lengthening and curling the spine: e.g. stretch up tall and drop forward like a limp rag doll. Stretch up tall and bend forward to make the back flat like a table, stretching forward through the fingers</li> <li>Stretching to make body big and tall and bending to make body small and round like a ball</li> <li>Breathe in deeply stretching up tall, breathe out bending to touch right knee with both hands, repeat to Left. Breathe in deeply stretching up tall, breathe out bending to touch right ankle with both hands, repeat to Left</li> <li>Breathe in deeply, stretching arms up and out to sides. Breathe out taking both arms to Left side (ankle &amp; knee). Repeat to right</li> <li>Walking: forwards, backwards, sideways and on spot – on a given signal</li> </ul>
<p><b>LOCOMOTOR MOVEMENTS</b></p> 	<ul style="list-style-type: none"> <li>Moving activities developing spatial awareness and body awareness: (With and without transference of weight)</li> <li>Fast walking, running or skipping forwards, backwards or sideways, watching out for others. Freeze on a given signal. Avoid bumping into each other</li> <li>Can also be done on a diagonal, in circles, in an S-shape, and other floor patterns)</li> <li>Fast walking, running, skipping and turning in own direction around area, avoiding bumping into others. On given signal crouch small like a ball (low level). Repeat walking – on signal stretching wide as a door (high level). Repeat - stretching to make body flat like a table (medium level)</li> <li>Skipping and hopping movements around the space. On given signal, freeze</li> <li>Running, moving the body like a flower blowing in the breeze</li> <li>Moving with coordinated arm movements to music</li> <li>Running and jumping: showing elevation in the jumps and landing softly with control, balance and coordination</li> <li>Running combined with spinning movements</li> <li>Movements showing control and a strong back: walk keeping body upright as though with pride; march like a soldier. Can be done on a given floor pattern, with change of direction, individually, in groups, in pairs, etc</li> </ul>
<p><b>WARMING UP VOICE AND SINGING OF SONGS</b></p>	<ul style="list-style-type: none"> <li>Focus on breathing exercises 'painting with your breath'; 'panting like a dog'</li> <li>Using voice and singing songs, singing vowels and rhymes, using unison; rounds; and call and response songs – moving in tune and in time</li> <li>Developing articulation (lips, tongue, jaw) through imaginative play</li> </ul>



	<ul style="list-style-type: none"> <li>Warm up voice: using songs and rhymes creative games and tongue twisters</li> <li>Warm up of voice with focus on expressiveness and involvement in poetry, rhymes and creative drama games</li> <li>Singing songs to improve the ability to sing in tune</li> </ul>
<p><b>MIME SEQUENCE</b></p> 	<ul style="list-style-type: none"> <li>Drama activities like building a mime sequence in pairs, etc. Let them take turns to show the rest of the class, who must guess what they are doing</li> <li>Creative drama mime games: develop focus and visualization e.g. 'throwing' an imaginary ball, concentrating on size, shape and weight</li> <li>Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhythms to explore body language, gestures and facial expression</li> <li>Songs and Poems: portray in action (examples in list below)</li> </ul>
<p><b>SINGING, RHYTHM, RHYTHM PATTERNS &amp; GAMES</b></p>   	<ul style="list-style-type: none"> <li>Moving or skipping to a given beat, using different tempos and rhythms: <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math></li> <li>Playing rhythm patterns and simple poly-rhythms in 2, 3 or 4 time on percussion instruments. Counting out the rhythm which will assist with the development of their numeracy skills</li> <li>Rhythm games: listening skills, recall contrasting rhythm patterns, keeping a steady beat, using different timbres. (One group plays a tune – the other must listen carefully and guess what tune it is; identify the beat and clap or stamp to it; clap and move to the rhythm/beat). Can also use indigenous games, songs and rhymes, with use of voice</li> <li>Listen to South African music: (indigenous and western) focusing on rhythm and beat: 2, 3 or 4 timing and how tempo, dynamics, timbre contribute to unique sound; also identify prominent South African instruments, explore unique qualities of instruments</li> <li>Perform notation rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims, crotchets, quavers and rests, using body percussion)</li> <li>Interpret and rehearse South African songs: rounds, call and response. Songs from other countries can also be used, giving some background to the country (HSS)</li> <li>Singing indigenous songs showing appropriate movement and dramatisation</li> <li>Sing songs using contrasts in voice, e.g. loud and soft; fast and slow</li> <li>Clapping rhythms in <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beats. Moving to music <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> beat</li> <li>Body percussion and/or percussion instruments to accompany South African music (can use live or recorded music) /compose own/ focus on cyclic patterns, based on South African Music Focus on appropriate tempo/ dynamic choices</li> <li>Jingle bells: Fill eight containers with different levels of water. Let them play jingle bells, using two sticks. Use to teach Half full, half empty, less more, most, least, bigger, smaller, etc</li> </ul>
<p><b>DRAMA GAMES, DRAMATISATION, IMPROVISATION &amp;</b></p>	<ul style="list-style-type: none"> <li>Develop interaction/ cause and effect such as counting/ name games</li> <li>Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone. ( can be</li> </ul>

<p><b>ROLE PLAY</b></p>   	<p>done in groups; pairs; or class as a whole)</p> <ul style="list-style-type: none"> <li>✚ Movement sentences showing beginning, middle and end on a selected topic: working in small groups</li> <li>✚ Create a movement sentence in small groups and use it to make patterns</li> <li>✚ Creating movements based on pictures, movement sentence (sequence), showing beginning, middle and end</li> <li>✚ Linking movements in short movements sentences (sequences) and remembering them. Can be done to poem, rhyme, music, etc</li> <li>✚ Role play with beginning, middle and end using stimulus e.g. South African poem, story, song or picture. Other poems and stories can also be use</li> <li>✚ Portraying character and objects in the role play using observation, imitation and exaggeration</li> <li>✚ Dramatise in groups using existing stories based on appropriate topics. Let them develop own endings</li> <li>✚ Classroom dramas expressing feelings and portray themes from the environment and own life such as 'collecting rubbish in my neighbourhood', etc</li> <li>✚ Classroom dramas: illustrate different characters through vocal and physical characterisations e.g. moving and speaking as the mother, grandfather, doctor, etc</li> <li>✚ Poetry performances in groups: e.g. choral verse combined with movement and gestures</li> <li>✚ Creating a mood; using verbal dynamics, expressive sounds and movement, use a poem, picture or song</li> </ul>
<p><b>DANCE &amp; RHYTHM</b></p>  	<p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>✚ Learn movements from a South African dance, such as Gumboot Dancing, Xhosa Dancing, Pantsula Dancing, Indian Dancing and other suitable Folk /National Dances from any country using various rhythms, to develop timing and ability to dance to a beat. See example below. Give some background to the country (HSS)</li> <li>✚ Learners do simple steps to music, Ballroom Dancing: Waltz and Cha-Cha, where they cross the midline and are also a fun way of keeping fit and developing rhythm and coordination in children</li> </ul> <p>These learnt sequences also with memorization and sequencing order</p>
<p><b>NON-LOCOMOTOR MOVEMENTS</b></p> 	<ul style="list-style-type: none"> <li>✚ Balance movements using various levels and with transference of weight: using the various levels of high, medium and low – working to the requirements to fit into the theme/poem/story</li> <li>✚ Making various shapes with body in any level: bending and rising, reaching and twisting or curling, coordinating arms and legs to music Can be done in a circle, on a straight line. Make body shape showing alphabet or number shape– as called out by the teacher</li> </ul>
<p><b>COOLING DOWN &amp; RELAXATION ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>✚ Breathe in stretching up tall, breathe out and flop down like a limp rag doll. Can express a mood or idea through movement</li> <li>✚ Breathe in an out slowly, while lying down on back: visualize colour as a stimulus: fell as though the body in sinking into the floor, becoming heavy as you breathe out</li> </ul>



- ✚ Moving and stretching body slowly to soothing music in different directions
- ✚ Lie on back and tighten/ contracting all the muscles: making a tight fist, clenching the shoulders, then breathe out relaxing and releasing all the muscles making the body heavy on the floor, etc

### GAMES FOCUSING ON NUMERACY & LITERACY



- ✚ 10 Skittles: Roll ball to knock them down: Ask how many did you knock down? How many are left standing?
- ✚ Show the actions you will do on : rainy day, summers day, windy day, cloudy day, when there is lightening
- ✚ Jingle bells: Fill eight containers with different levels of water. Let them play jingle bells, using two sticks. Use to teach Half full, half empty, less more, most, least, bigger, smaller, etc
- ✚ Dancing your way home. Step on the 4X tables only. Say as you move. Simon Says..... 4X2 is.... etc

## BALLROOM DANCING: GRADE 3



### Basic Waltz steps to develop rhythm and co-ordination:

- *Waltz: Down, up, up - Count 1,2,3 (8X)*
- Waltz step moving forward on own. Moving backwards on own.
- Waltz step, with a partner. Boy moves forward and girl moves back
- As above, with partner, but waltz for 8 and turn underarm for 4, waltz round each other for 4 counts. Repeat
- Waltz rhythm from side to side (Balancé)



### Cha-Cha-Cha (using 'swaying' movements of the hips)

- Step back on R, step forward on L, step-tog-step to R
- Step forward on L, step back on R, step-tog-step to L
- Step across L on R leg, step back on left, step-tog-step to R
- Repeat above to opposite side.

## GUMBOOT DANCE: GRADE 3

(These activities come under the keeping a steady beat, exploring movement to music and voice and development of listening skills section)








- Bending forwards, stamp L and then R (quickly and 1). Lift L leg and slap leg with both (2) hands, lifting it off the ground, Stamp L leg on floor (3). Repeat with R leg.
- Stamp L and then R (quickly – and 1), Lift L leg across body and slap ankle (2), Stamp L leg on floor (1) Lift R across back and slapping ankle (2), stamp R and Lift L leg across and slap ankle (3). Jump on both feet (4).

- Encourage learners to make up their own dancers or to learn from family members and to then teach the class.
- Play with rhythm in this manner. There is plenty of opportunity of crossing the midline and developing rhythm! Can be done barefoot or in school shoes.

## FOLK/NATIONAL DANCE: GRADE 3

### Dance 1





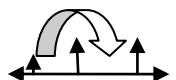
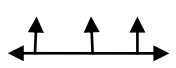

INTRODUCTION			
NAME OF DANCE AND COUNTRY OF ORIGIN	LA VINCA: (ITALY)		
FORMATION	Couple dance in double circle. Holding as for waltz, boys back to centre of the room.		
MOVEMENT EDUCATION			
FORMATION	Circle dance in couples. Boys back to the centre. Travel in forward direction round room (Clockwise)		
WARMING UP	Plié on the spot, Plié with body twist to L and R, lunges to L and R, jumping		
LOCOMOTOR MOVEMENTS	16 Slipping steps to R and then repeat to L		
NON-LOCOMOTOR MOVEMENTS	3 stamps. Clap own hands 3 times, shake forefinger at partner 3 times. 3 running steps turning to the R		
APPLICATION			
BACKGROUND KNOWLEDGE	The country is shaped like a boot with two long coastlines and rich vegetation. Wine and olives are their main products. They sing when dancing. The women wear full skirts, white blouses, apron and laced waistcoat/bodice. Men wear long trousers/ breeches and white shirts.		
DANCE STEPS			
Bars 1-8	16 slipping steps in line of direction		
Bars 9-10	Release hold and stamp 3 times, clap own hands 3 times		
Bars 11-12	Shake forefinger 3 times at partner, turn R about with 3 running steps		
Bars 13-16	Repeat movements of bars 9-12 Repeat dance several times		

### Dance 2



INTRODUCTION	
NAME OF DANCE AND COUNTRY OF ORIGIN	COCHIN CHINA: (DENMARK)



<b>FORMATION</b>	Dance for 3, 2 girls and 1 boy. Circles of 3 with hands joined, arms straight and held at shoulder level. Hopping is 1 step to a bar.	
<b>MOVEMENT EDUCATION</b>		
<b>WARMING UP</b>	Plié on the spot, Plié with body twist to L and R, lunges to L and R, jumping	
<b>LOCOMOTOR MOVEMENTS</b>	Hopping steps forward, beginning with a stamp	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Hopping steps on the spot. Turning step, under the arm of the boy and 1 girl, then other girl	
<b>APPLICATION</b>		
<b>BACKGROUND KNOWLEDGE</b>	The dancers are friendly, outgoing and relaxed in manner. Their music has a gentle relaxed rhythm. Skirts are long and their wear scarves and a bonnet. The men wear yellow and black $\frac{3}{4}$ pants, white shirts and a hat. Clogs or black shoes are work.	
<b>DANCE STEPS</b>		
Bars 1-8	With a stamp on both feet on 1 <sup>st</sup> beat, 8 hopping steps to L	
Bars 1-6	With a stamp on both feet on 1 <sup>st</sup> beat, 6 hopping steps to R	
Bars 7-8	Two hopping steps to divide into straight line with boy in the centre. Girl number 1 is on his R and girl number 2 on his L. Boy and girl no 2 do hopping steps on the spot	
Bars 9-16	Girl no. 1: 8 hopping steps, moving in front of boy and under arch made by boy and girl no. 2. Back to place moving being boy.	
Bars 9-16	Girl no. 2: 8 hopping steps, moving in front of boy and under arch made by boy and girl no. 2. Back to place moving being boy	

## Dance 3

<b>INTRODUCTION</b>		
<b>NAME OF DANCE AND COUNTRY OF ORIGIN</b>	<b>Danse Ronde De La Civaia CI(France))</b> (An old shepherds dance, which use to be a children's game as well)	
<b>FORMATION</b>	Circle dance, holding hands. Danced first to L , then face centre	
<b>MOVEMENT EDUCATION</b>		
<b>WARMING UP</b>	Plié on the spot, Plié with body twist to L and R, lunges to L and R, jumping	
<b>LOCOMOTOR MOVEMENTS</b>	Walking steps freely around room to 4/4 rhythm Running steps, 2 to a bar of a 4/4 rhythm	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Refrain which must be sung. See verse 1-6 below	
<b>APPLICATION</b>		
<b>BACKGROUND KNOWLEDGE</b>	Music is simple, brisk and light. Steps are small and feet are kept under the body. The dance is an old shepherds' dance which has now become a children's game. Women wear full skirts and laced waistcoats (bodices), with	

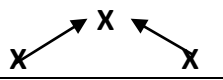
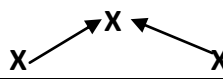
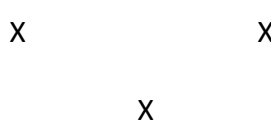


	white shirts. They also wear aprons and hats. Men wear loose fitting pants and wooden clogs for all work dances.	
<b>DANCE STEPS</b>		
4/4 rhythm	<b>(VERSE1-6): SING: A :</b> ‘Do you want to see, do you want to know, how to (1) <b>plant</b> the oats?’ <b>(then: (2)mow, (3)tie, (4)stack, (5)winnow, (6)grind)</b> <b>B:</b> ‘My father <b>plants</b> it thus’, then rests a little while. He stamps his feet and claps his hands and walks around his strip of land <b>CHORUS:</b> The oats, the oats, the oats, the good times will return soon.	
Sing A	Holding hands and walking to L in anticlockwise direction:	
Verse 1 (B)	While singing: Makes 2 gestures as if sowing seeds (plants)	SOWING
CHORUS	Holding hands and 8 running steps in circle. End facing centre	2 steps to a bar
Sing A (Verse 2)	Holding hands and walking to L in anticlockwise direction	Mows
Sing B	MOWS in place of plants and making 2 gestures as if mowing	Mows it thus
CHORUS	Holding hands and 8 running in circle. End facing centre	
Sing A (Verse 3)	Holding hands and walking to L in anticlockwise direction	TIE
Sing B	TIES (Hand movement for tying)	Ties it thus
CHORUS	Holding hands and 8 running in circle. End facing centre	
Sing A (Verse 4)	Holding hands and walking to L in anticlockwise direction	STACK
Sing	STACKS (Hand movement for STACKING)	Stacks it thus
CHORUS	Holding hands and 8 running in circle. End facing centre	
Sing A (Verse 5)	Holding hands and walking to L in anticlockwise direction	WINNOW
Sing	Sing A & B, using WINNOW (Hand movement for SIFTING)	Winnows it thus
CHORUS	Holding hands and 8 running in circle. End facing centre	
Sing A (Verse 6)	Holding hands and walking to L in anticlockwise direction	GRIND
Sing	Sing A & B, using GRIND (Hand movement for GRINDING)	Grinds it thus
CHORUS	Holding hands and 8 running in circle. End facing centre	





## Dance 4








<b>INTRODUCTION</b>		
<b>NAME OF DANCE AND COUNTRY OF ORIGIN</b>	<b>MOUNTAIN MARCH: (DENMARK)</b>	
<b>MOVEMENT EDUCATION</b>		
<b>FORMATION</b>	Boy standing in front holding a handkerchief in both hands. Two girls stand behind. No 1 girl is on boy's L and no 2 girl on his R. Girls join inside hands, outside hands holding the boys handkerchief.	
<b>WARMING UP</b>		
<b>LOCOMOTOR MOVEMENTS</b>	Hopping steps forwards in own direction Hopping steps back wards, watching out for each other.	
<b>NON-LOCOMOTOR MOVEMENTS</b>	Stamp on 1 <sup>st</sup> beat and hop on the spot Turning under the handkerchiefs.	
<b>APPLICATION</b>		






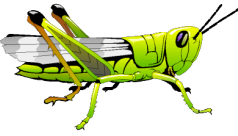







<b>BACKGROUND KNOWLEDGE</b>	The dancers are friendly, outgoing and relaxed in manner. Their music has a gentle relaxed rhythm. Skirts are long and their wear scarves and a bonnet. The men wear yellow and black $\frac{3}{4}$ pants, white shirts and a hat. Clogs or black shoes are work.	
<b>DANCE STEPS</b>		
Bars A 1-8	Eight hopping steps forward, beginning on R foot. Boy looks over alternate shoulder at girls.	
Bars A 1-8	Repeat above	
Bars B 9-16	<p><b>Boy:</b> 8 hopping steps (stamp on 1<sup>st</sup> beat) moving backwards passing under arch made by girls no's 1 and 2, then turning R about under own R arm.</p> <p><b>Girl 1:</b> 8 hopping steps (stamp on 1<sup>st</sup> beat) moving in front of by and under his R arm, and then behind him.</p> <p><b>Girl 2:</b> 8 hopping steps (stamp on 1<sup>st</sup> beat) turning L and following girl no 1 under boy's R arm and behind him. All finish in original places.</p>	

## GRADE 3 POEMS

<p><b>ABOUT ME</b></p>   	<p><b>GROWING (My Clever Literacy)</b></p> <p>When I was a baby I crawled along the floor  Then I grew older and stood next to the door  Just a little later in the Nursery School  The girls looked at me and said:  'Oh, you are so cool!'  Now I am a big boy  And in Grade 3  And when I tease the girls  They all scream and chase me!  (Literacy: What do the following words  rhyme with: floor, school, three?)</p> 	<p><b>MY SHADOW (R.L. STEVENSON)</b></p> <p>I have a little shadow  that goes in and out with me  And what can be the use of him  is more that I can see  He is very, very like me  from the heels up to the head  And I see him jump before me  when I jump into my bed!</p> <p>The funniest thing about him  is the way he likes to grow  Not at all like proper people  which is always very slow  For he sometimes shoots up tall  like an India-rubber ball  And he sometimes gets so little  that there's none of him at all!</p> <p>He hasn't got a notion  of how children ought to play  And can always make a fool of me  in every sort of way  He stands so close beside me,  he's a coward you can see  I'd think it shame to stick to mummy  As that shadow sticks to me!</p> <p>One morning, very early,  Before the sun was up  I rose and found the shining dew  On every buttercup  But my lazy little shadow,</p>
--	---	---

		Like a naughty sleepy-head Had stayed at home behind me And was fast asleep in bed!
<b>FEELINGS</b>  	<b>MY PARENTS MAKE ME CRAZY</b> <b>(Kenn Nesbitt)</b>  My parents are making me crazy They're driving me utterly mad. I'm mental because of my mother, I'm losing it thanks to my dad.  My mom tells me, 'go do your homework!' And dad's yelling, 'vacuum the floors!' Then mom says, 'turn off the TV!' And dad hollers, 'finish your chores!'  With all of their grouching and griping, my brain is beginning to hurt! My dad's shouting 'clean up the kitchen!' My mom's saying 'tuck in your shirt!'  I feel like I'm losing my marbles. If I go bananas today. Then please give this note to my parents When the funny farm takes me away!	<b>Why Me? (Kaleb Brown)</b> <b>(Adapted by C. Mac Master)</b>  I am the child that nobody talks to, I am the child that always weeps, I am the child that has no friends, I am the child that everyone sends. Why me?  I am the child that is a victim of a big bully, I am the child that is treated cruelly, I am the child that never feels love, I am the child that get's a hard shove, Why me?  I am the child that feels lonely, I am the child that is so un-holy, I am the child of a cruel farther, I am the child of a soulless mother. Why me?
<b>KEEPING MY BODY SAFE</b>   	<b>HOKEY POKEY</b>  You put your left foot in You put your left foot out You put your left foot in and you shake it all about  CHORUS: You do the Hokey Pokey and you turn yourself around That's what it's all about!!  Repeat using : Right foot Left arm, right arm Whole self, CHORUS is said after each one.  	<b>MAKE A BAD SECRET GO AWAY!</b> <b>(E.J. Thornton)</b> To make a bad secret just go away It has to be told - not tomorrow - TODAY!    What really hurts you is the fear that's inside. Once the secret's let out, it has no place to hide!!!  And the bully whose secret's been let out of the bag gets dealt with by grown ups - you bet - he won't brag!  A secret's a secret, but there are some you can't keep. Like the kind forced upon you, by some big ol' creep!
<b>RIGHTS &amp; RESPONSIBILITIES</b>  	<b>CHILDRENS RIGHTS (Dorothy Roigt)</b> <b>(Adapted by C. Mac Master)</b> There shall be peace on earth, but not until All children daily eat their fill, Go warmly clad against the winter wind And learn their lessons with a tranquil mind.  And then, released from hunger, Fear and need Regardless of their colour, race or creed Look upward smiling to their skies, Their faith in life reflected in their eyes.  No need for anger, no need for fear Cause teacher treats each one with care Their little minds and hearts and souls	

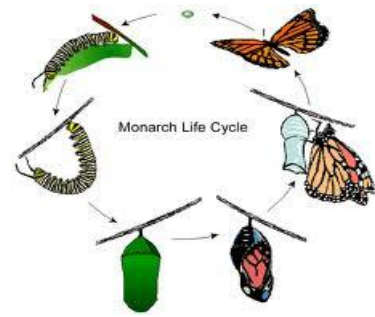


<p><b>HEALTHY EATING</b></p> 	<p>Are precious and cared for as each day unfolds.</p> <p><b>STAYING HEALTHY</b> (Adapted by C. Mac Master)</p> <p>My gogo cooks vegetables every night She says it makes my skin so bright I have my fruit every day It helps to keep the doctor away!</p> <p>Broccoli , pumpkin and butternut soup Carrots beans and peas in a stew. Pineapples, grapes, apples and pears Watermelons, bananas and oranges too!</p>	<p><b>VEGETABLES (C. Mac Master)</b></p> <p>Plant your vegetables all in rows Feed them, water them And watch them grow!</p>  <p>When they are ready Cook them fresh Soon your skin will look the best!!</p>
<p><b>INSECTS</b></p>   	<p><b>THE INSECT SONG.</b> (Sung to the tune of: 'The Wheels on the Bus')</p> <p>The Bees in the flowers go buzz, buzz, buzz Buzz, buzz, buzz, buzz, buzz, buzz The bees in the flowers go buzz, buzz, buzz, All around the town.</p> <p>The ants in the grass go march, march, march, march, march, march, march, march, march.</p> <p>The ants in the grass go march, march, All around the town</p> <p>The crickets in the leaves go chirp, chirp, chirp chirp, chirp, chirp, chirp, chirp, chirp The crickets in the leaves go chirp, chirp, chirp All around the town</p> <p>The caterpillar in the field goes creep, creep, creep creep, creep, creep, creep, creep, creep The caterpillar in the field goes creep, creep, creep All around the town.</p> 	<p><b>I'M A LITTLE BUTTERFLY</b></p> <p>I'm a little Butterfly, I have wings, I fly around and see all things. When I see a flower that looks great, I call out to all of my mates.</p>   
<p><b>LIFE CYCLE</b></p> 	<p><b>THE BULLFROG SONG</b></p> <p>The bullfrog sang the strangest song, He sang it night and day. Ker-runk, ker-runk, ker-runk, ker-runk, ker-runk, Was all it seemed to say.</p> <p>A duck who liked to sing thought he would give the song a try: Ker-runk, quack, quack, ker-runk, quack, quack They sang as I walked by.</p> <p>The spotted cow had never heard A more delightful song. Right then and there the spotted cow Began to sing along. The frog, the duck, the spotted cow Sang out so loud and clear:</p>	<p><b>BUTTERFLY</b></p> <p>Butterfly, Butterfly butterfly, butterfly fly in the sky butterfly, butterfly flies so high butterfly, butterfly lands on my thigh butterfly, butterfly motionlessly lies butterfly, butterfly gracefully dies</p> 



Ker-runk, quack, quack, ker-runk, moo, moo  
Was all that I could hear them say!

The speckled hen, a mother hen,  
Whose work was never done,  
Began to sing for she knew when you sing  
your work is always fun.  
The frog, the duck, the cow, the hen,  
Aall sang the happy song:  
Ker-runk, quack, quack, moo, moo, cluck,  
cluck, They sang the whole day long!



## RECYCLING



### RECYCLE/RE-USE (Adapted by C. Mac Master)

Litter, litter, everywhere  
On the floors and on the stairs  
In the park and on the field  
At the zoo and in the street

Recycle your glass and plastic too,  
Old newspapers are no use for you.  
Try to reuse your shopping bags,  
Littering should raise some red flags.

Recycle! Reuse! Reduce!  
Put an end to the litter abuse.  
Throw that wrapper in the right place,  
And don't pollute in any space.

### RECYCLE/RE-USE (Adapted by C. Mac Master)

Paper, plastic, metal, water  
Which one do I toss I wonder?  
Whatever that doesn't rot  
Goes right into the recycling lot



Paper, plastic, glass or water  
Don't waste, recycle, reuse, don't squander  
Whatever that doesn't shatter  
Retain it and use it later

Visual art is so great  
You use a lot of discarded waste  
To save the earth from final doom  
Recycling children we must groom?

## PUBLIC SAFETY



### WAY OUT!

Here's one called, "Two Ways Out":

At school or home,  
know two ways out.  
If you know them in your mind,  
they'll be easy to find.  
When you go someplace new,  
like a movie or a show,  
check the exit sign  
so you'll know which way to go.

Wherever you are  
look around and about,  
and always know two ways out.  
and one called, "Crawl Low Under Smoke"  
You've got to crawl low under smoke.  
You don't want to gasp, cough, or choke.  
Smoke will hurt your eyes,  
but you know smoke will rise,  
so crawl low under smoke.  
You've got to crawl low under smoke.  
You don't want to gasp, cough, or choke.  
Get down on all fours.  
Crawl low on the floor,  
and crawl low under smoke.  
Crawl low under smoke.  
Crawl low,  
low low low low low!



### 10 111

10.-111,  
Help's on the way, Help's on the way.  
If I need help, I know what to do,  
I can call the police and the firehouse too,  
It makes me feel safe to know what to do.  
Dial 10-111.

Stop, drop, and roll,  
Stop, drop, and roll,  
If fire is on your clothing you must  
Stop, drop, and roll.

Stop, drop, and roll,  
Stop, drop, and roll.  
Keep rolling until the fire is out.  
Stop, drop, and roll.

### PLAY TUNE (Drunken Sailor)

What do you dial if there's a fire,  
What do you dial if there's a fire,  
What do you dial if there's a fire,  
Dial 10-111!  
What do you do to plan for fire,  
What do you do to plan for fire,  
What do you do to plan for fire,  
Have a fire drill!  
What do you do if you're on fire,  
What do you do if you're on fire,  
What do you do if you're on fire,  
Stop, drop and roll!  
Who comes in a truck if there's fire,  
Comes in a truck if there's fire,  
Comes in a truck if there's fire,  
It's the Fireman!



## POLLUTION



### LOOK OUTSIDE (Josie Greveling ) (Adapted by C. Mac Master)



Look Outside, see the trees  
Watch the flowers in the breeze  
Things won't be like this in a year or two  
If polluting is what we do

Seize the night, Seize the day  
Things won't always be this way  
Thousands of people are dying  
In the night you hear children crying

Let's stop the pollution caused by war  
Our people are feeling sore  
The world just can't seem help itself  
Who cares about your wealth  
Helping me will help you too  
Let's show the world what we can do  
To save the planet from its fate  
If we don't act soon, it will be too late!!!



### Can We Understand by Max Och (aged 12)

Can we understand?

That our ice caps are melting  
And our earth will flood.  
Animals are becoming extinct,  
Yet we don't pay attention  
Soon, they'll soon all be gone.

In the close future  
We'll see polar bears floating  
On fragments of ice.  
We wish to see change  
Strings hold the earth from collapse:  
Our environment.

### Global Warming (Laszlo Gut-aged 12) (Adapted by C. Mac Master)

Every day I see in the news  
On my sofa, sitting confused  
Watching documentaries of Global Warming  
They are showing us, telling us, warning!!!

All the pollution all over the world  
Is both scary and amazing to see  
How people don't care about the world,  
Including you and me!!!

I think if everyone teams up  
Less pollution will be better for us  
Stop driving our cars and let's all get the bus  
Or even better let's WALK!

## HOW PEOPLE LIVED LONG AGO



### TIMES GONE BY! (C. Mac Master)

In the days of long ago  
The people worked real hard  
Many went out hunting  
Or digging to find food.  
Sometimes they found fruit on trees  
And water was so scarce!!  
There were no houses like today  
You packed it on your back!

Imagine no television, no cellphone  
And no fridge or stove  
You cooked upon an open fire  
And slept upon a mat!

No cars, no roads, you went by horse –  
Or a donkey ride  
No shopping malls or movie house  
That was not thought of then!!  
They farmed for food  
They worked really hard  
And though there was no school,  
I'm glad that I live now!



## SPACE

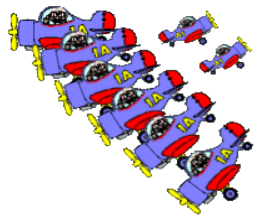


### FLYING AND SAILING

The aeroplanes are at the airport  
Standing side by side  
Some are long and some are short  
Not all of them are wide  
The ships in the harbour  
Swaying gently to and fro

### FISH IN A SPACESHIP (Kenn Nesbitt)

A fish in a spaceship is flying through school.  
A dinosaur's dancing on top of a stool.  
The library's loaded with orange baboons,  
in purple tuxedos with bows and balloons.  
The pigs on the playground are having a race



Bathed in the sun at this hour  
The tugboat puffing softly  
With a ship in tow  
(My Clever Literacy)  
How are the aeroplanes parked?  
Where are the ships?  
How do ships move?  
What is the tugboat doing?

while pencils parade in their linens and lace.  
As camels do cartwheels and elephants fly,  
bananas are baking a broccoli pie.  
A hundred gorillas are painting the walls,  
while robots on rockets careen through the halls.  
Tomatoes are teaching in all of the classes.  
Or just maybe, I need some new glasses.

## PRODUCTS AND PROCESSES



### PRODUCT AND PROCESSES (C Mac Master)

What is a product? the children ask.  
A product is what you make with your hands, in a craft class,  
Or something that you make at home - something you could sell!  
Or something that you wish to keep for yourself, or mom or dad.

The Process is the learning - the actual making that that you do, to get to the product that you enjoy too!!  
We call it Technology  
Where learning is such fun,  
Creating, crafting, building,  
Till the class is done!



## DISASTERS & WHAT WE SHOULD DO



### NATURAL DISASTERS (Adrian Barrientos)

I'm an earthquake, a wave of destruction  
In the lives of every person I meet  
I find the weakest point,  
Then I strike with the worst of weather.

I watch as they dash wildly about  
Trying to escape my full might  
As the ground opens up wide  
And they disappear into the 'night'!

I'm a Tsunami, a tower of water  
I come with a huge wave of fury  
Sometimes I come quickly, sometimes slow  
Before I deliver my final blow!!

They feel the pain of losing Loved ones  
They cry themselves to sleep  
Thinking of loved ones lost forever  
As they try to help those in need.

### TSUNAMI DISASTER

Survivors, spared by the sea  
Hope to be found, rescued, freed  
From the worst natural disaster, in history  
Deadly waves, and humans suffer  
Victims of the water struggle,  
Greatly troubled

Nature's fury, rips Asia apart  
Amidst stench,  
Ghost towns can be found  
Tourist paradise resembles a nightmare  
But millions of people around the world  
Come together  
They aid, mourn, and feel  
The pain of the tragedy of a million grief's.



## ANIMALS & CREATURES THAT HELP US



### TO LITTLE KITTENS (ADAPTED from Jane Taylor)

Two little kittens one stormy night  
Began to quarrel and then to fight,  
One had a mouse the other had none,  
And that was the way the strife had begun.

I'll have the mouse, said the bigger cat,  
You'll have the mouse! We'll see about that!

The old woman seized her sweeping broom,  
And swept the two kittens out of the room!

So they laid themselves down on a mat at

### THE CREEPY CRAWLY SPIDER

People don't like me 'cause I'm crawly and creepy.  
So needless to say, I'm quite sad and weepy.  
It's not my fault I was born kind of scuzzy.  
I sure do wish I looked warm and fuzzy.

I know I'm not beautiful. I do look a fright.  
There are things about me that just don't look right.

Like I have too many legs, eight total in all.  
I can walk on the ceiling and not even fall!

I'd love to be just a regular kid,  
And not a hairy scary leggy arachnid.





A close-up photograph of several dragonflies resting on a vibrant green leaf. The dragonflies have long, slender bodies and transparent wings with prominent veins. They are positioned in a cluster, with some facing towards the viewer and others angled away. The background is a soft, out-of-focus green, suggesting a natural, outdoor environment.

Would you consider being friends with me?  
I know we are different but you would see  
We like the same games. I would always play  
fair.  
We would set a good example by showing we  
care.  
Other kids will see what good friends we  
make.  
Maybe they'll see someone different and  
decide to take  
A chance on them, like you did with me  
And they will be lucky too, just wait and see!



But if my request is a bit much for you,  
I guess that an iPod will just have to do.



So we live our lives for Jesus,  
Think of Him in all we do.  
Thank you Saviour; Thank you Lord.  
Help us love like you!



## SECTION B: VISUAL ART

Creative Arts helps to develop the fine motor skills of learners. Children with poor fine motor skills will experience difficulty when cutting, threading, writing and doing puzzles.

### 1. Task 1: 10 minutes: Refer to your CAPS Document page 9

Write in your own words:

*What is the main purpose of teaching Creative Art in the foundation phase?*

.....

.....

.....

List the four Art Forms exposed in the Creative Art

1.....

3. ....

2.....

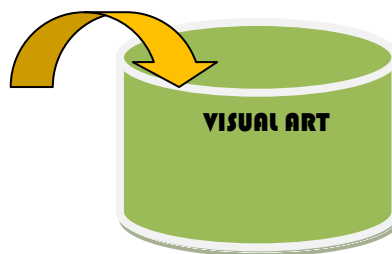
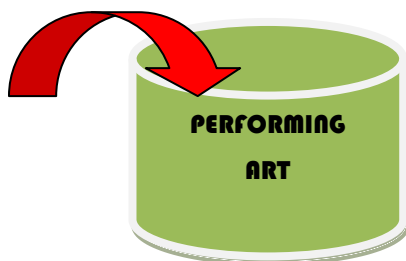
4. ....



Creative art is organized in two parallel and complementary streams namely: **Performing Art and Visual Art**

From this list below choose the suitable piece of work and write it in each bin:

Cutting shapes, joining pieces of clay, gluing and pasting of paper, dancing, dramatization, singing, drawing and painting



### 2. Finding the difference between the 2-Dimensional and 3-Dimensional work

### Task 2: 5 minutes

In your group talk and discuss about two dimensional art work and three dimensional art work. Use the space provided below:

.....

.....

.....

.....

### Summary

**Two-Dimensional** work aims to enrich the learner's experience of the real world through visual and sensory stimulation, discussion and questioning and also encouraging the drawings of physical body in motion: running, sitting etc. Remember there's no right way to draw.

**Three-Dimensional** work develops the concept of shape in space through joining pieces of clay modeling clay, gluing or pasting and constructing objects using different material (waste material).

### 3. Planning for a Visual Art lesson

#### Task 3 : 5 minutes

List all the materials that you will use for your Visual Art period:

2 - Dimensional art work	3 - Dimensional art work

### 4. Discussion about Colours

#### 4.1 Primary Colours

##### Task 4: 2 minutes

Name the three primary colours:

There are many kinds of red, yellows and blues but the primary colours are the purest colours.

#### 4.2 Secondary Colours

Secondary colours are made by mixing two primary colours together:

- red and yellow to get orange
- yellow and blue to get green
- red and blue to get purple.



The secondary colour you get depends on the proportions in which you mix the two primaries.  
If you mix three primary colors together, you get a **tertiary** colour.



### Task 5: 20 minutes

Take a piece of paper, draw a circle and mix the primary colours to make secondary colours.  
Paint the colour wheel yourself.

### 4.3 MIXING COLOURS

#### Task 6: 15 Minutes

Mix the following colours

1. Yellow + purple = \_\_\_\_\_
2. Orange + blue = \_\_\_\_\_
3. Red + green = \_\_\_\_\_

White has the effect of making colours both lighter and less bright, with exception of water colours. When you are surrounded with pure colour, it will appear to be tinged with the complementary of the pure colour. Try it and see

1. Purple + white = \_\_\_\_\_
2. Yellow + white = \_\_\_\_\_
3. Orange + white = \_\_\_\_\_

### 4.4 More about colours

Colours can express mood and feeling just like music.

#### Ice breaker

Expressing feelings through music.

Give each participant a piece of paper to draw in with different colours of pencil crayon. Let them express themselves through music.



### 4.5 Colour Quiz

#### Task 7: 1 minute

Q. What are the three primary colours?

- ☐ Red, green, blue
- ☐ Purple, yellow, green
- ☐ Black, red, blue
- ☐ Red, yellow, blue





**Q. What do you get when you mix two primary colours?**

- A secondary colour
- A cool colour
- A warm colour
- An adjacent colour



**Q. What secondary colour do you get when you mix red and yellow?**

- Purple Green
- Pink
- Orange



**Q. What secondary colour do you get when you mix blue and yellow?**

- Green
- Pink
- Black
- yellow



## 4.6 Mood, Shape and Colour

There are no strict rules linking colours with particular feeling.

Blue is usually thought of as sad but it can also be peaceful and cool.

Green and violet are also cool colours

Orange can be cheerful but also angry

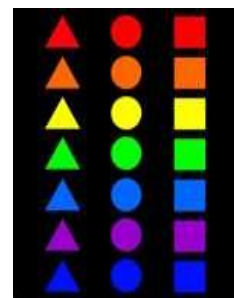
Red, orange and yellow are considered warm

Shapes also express mood and emotion.

A triangle sitting on the ground might convey stability, or hope.

A rectangle may seem calm or restrictive

A circle seems likely to move or float and might convey a sense of wholeness or isolation



## 4.7 Drawing people

### 4.7.1 Drawing portraits

A portrait is a picture of a person.

This is a simple, generic lesson about head and face proportions.

Draw from real people once you learn this.

Identify shapes.

Identify lines.

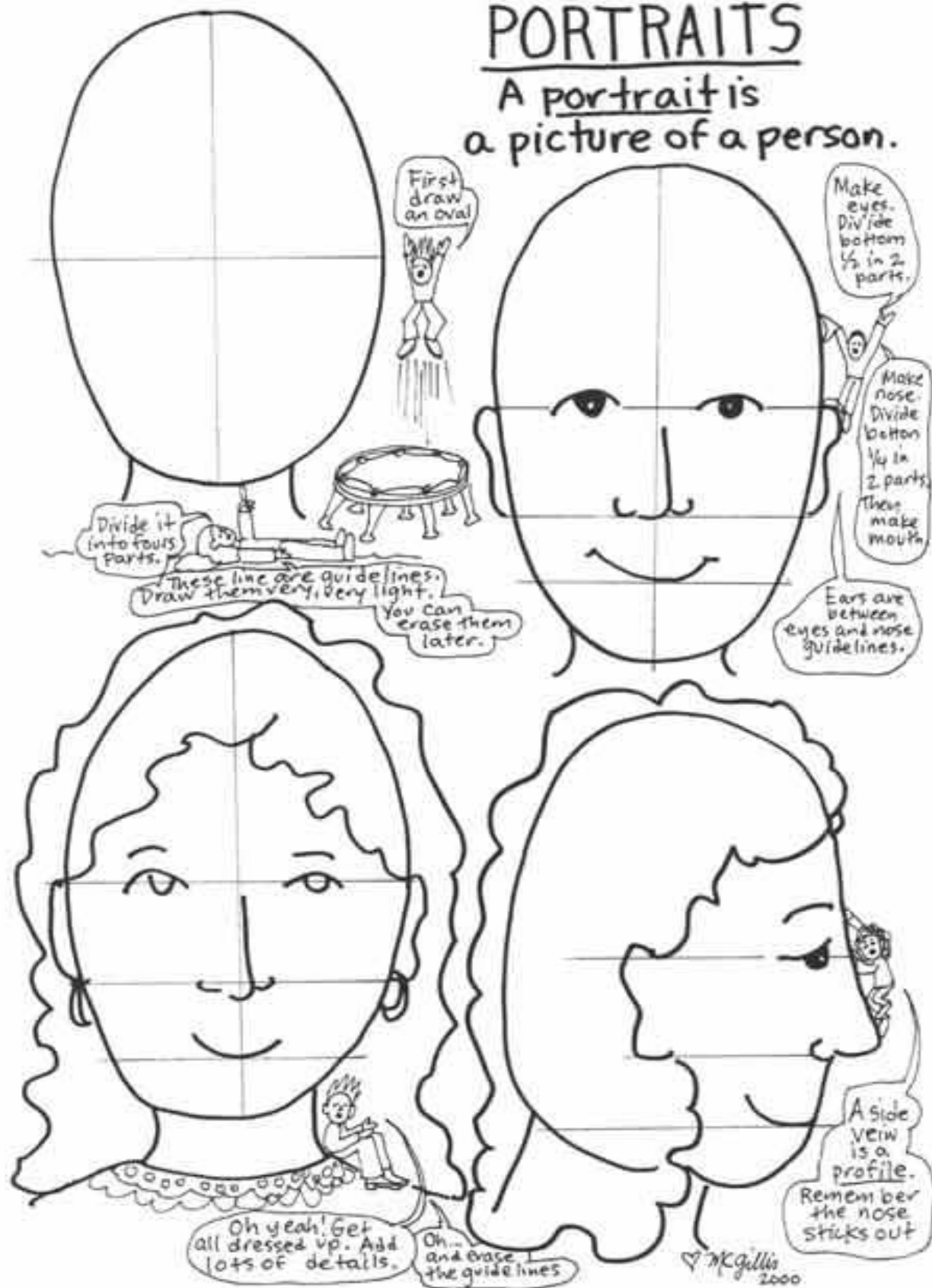
Look, look, look!

# I Can't Draw

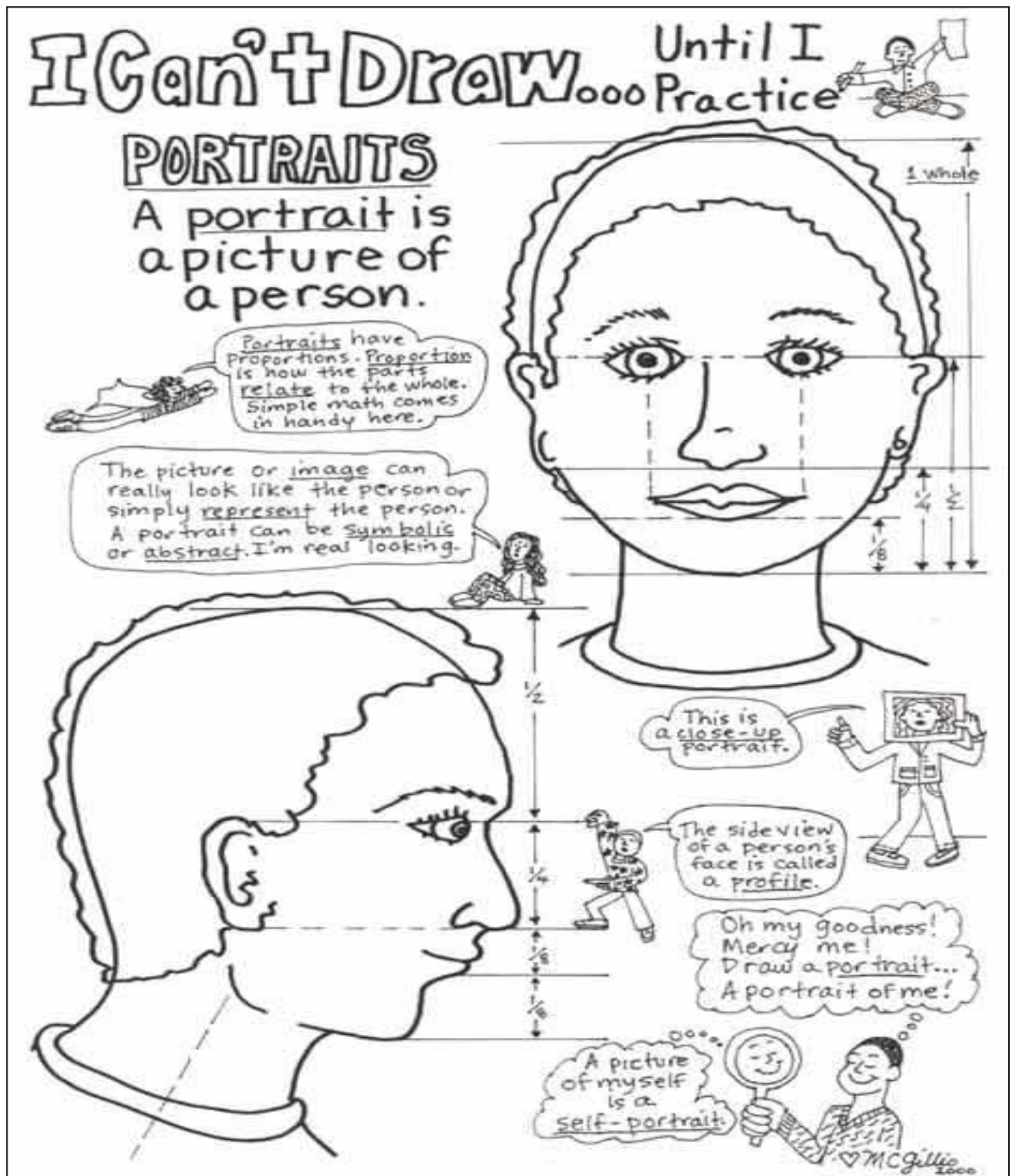
## Until I Practice

### PORTRAITS

A por-trait is  
a picture of a person.

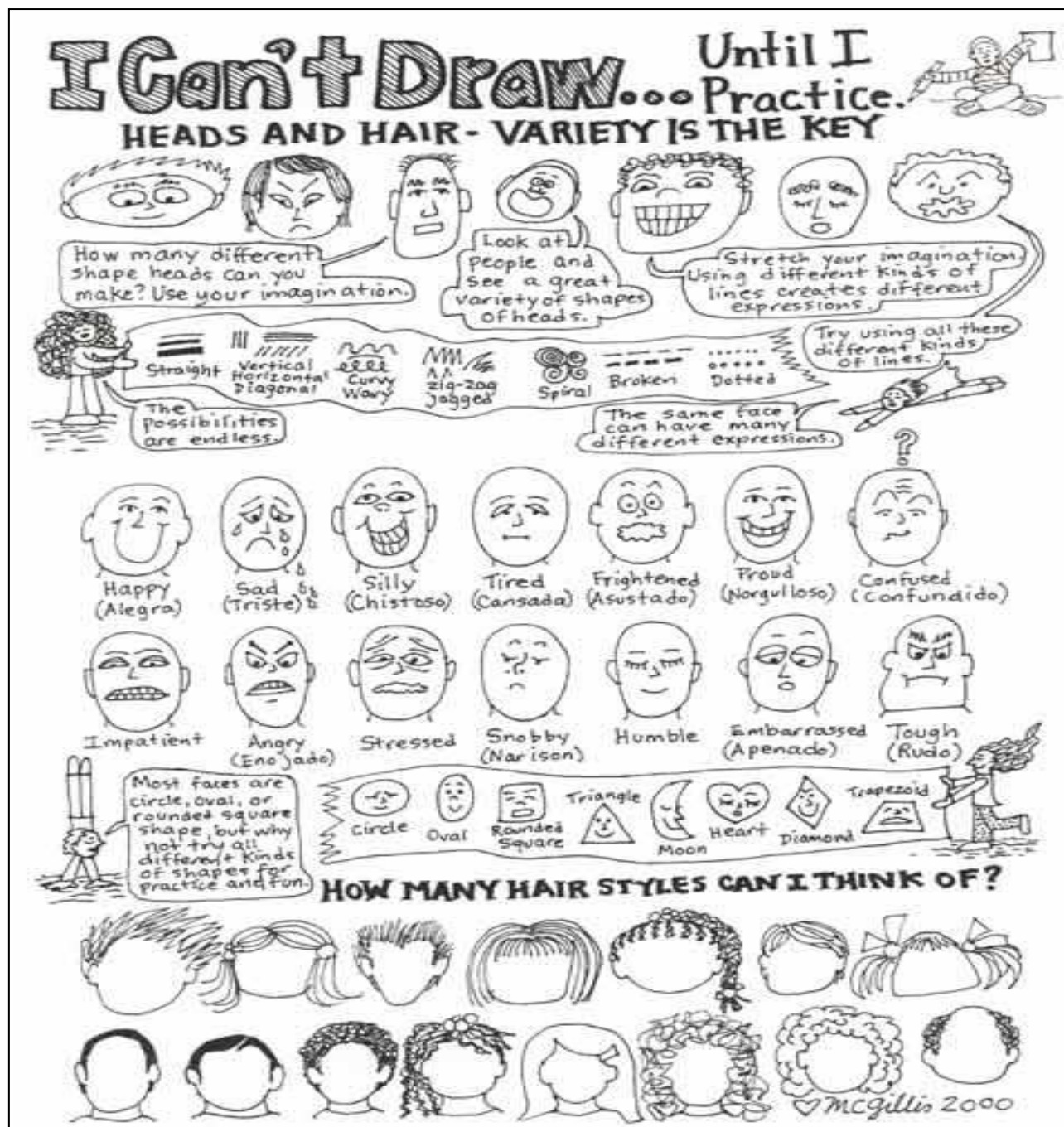


#### 4.7.2 Proportions in Portraits





### 4.7.3 Drawing Heads and Hair



### 4.7.4 Painting a portrait

Work in pairs

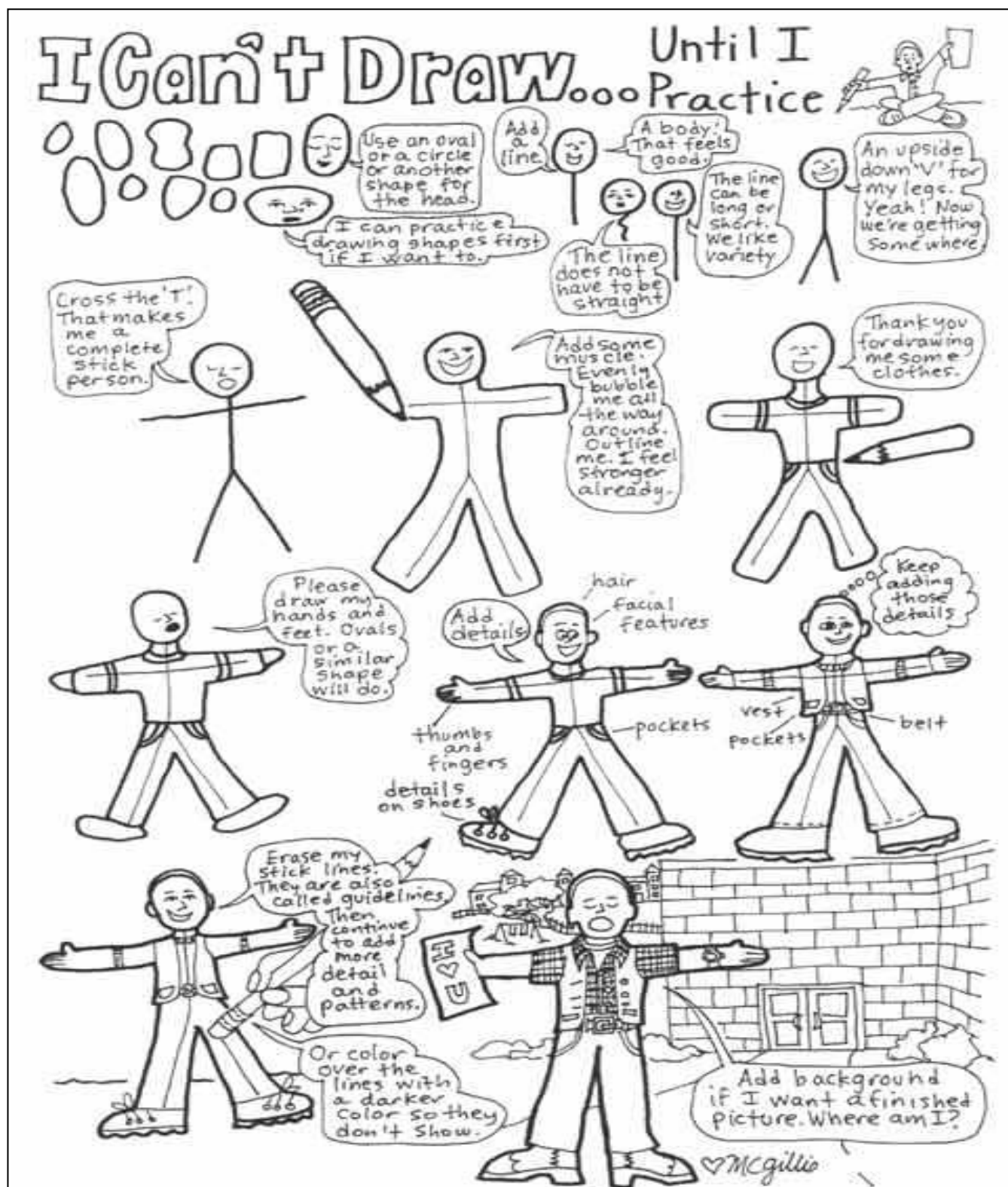
Task 8: 20 minutes

- Ask someone to pose for you
- Make sure the person you are using is comfortable and relaxed
- Take time to look at the person
- Using a pencil, draw the simple shape of face
- Mark in the lines for the features as shown in the diagrams above
- Lightly draw in the eyes, ears, nose, mouth and hair
- Look closely at the colour of the skin, hair clothes and background
- Mix up the main colours you need. Colour your drawing





## 4.7.5 Drawing People



When drawing people, it is important to show motion.

Without motion, a drawing looks stiff and unrealistic.

Adding Motion is easy.

The artist simply has to remember to draw joints and clothing acting realistically, proper balance and angles in limbs.

#### 4.7.6 Creating motion using action lines



**Task 9: 15 minutes**

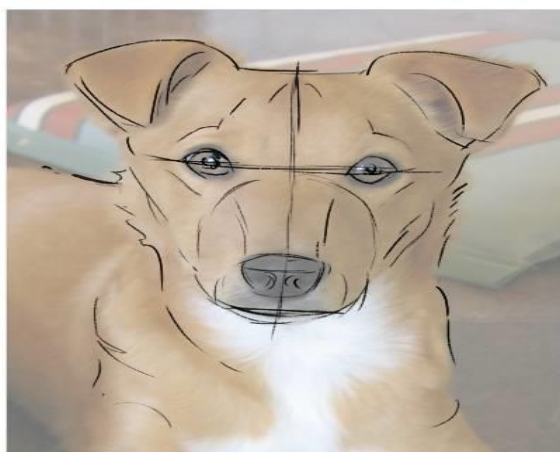
Look at the pictures on the previous page and follow the same procedures.

Draw a person in motion using sticks. Use the headings below, on the paper provided:

Running	Sitting
Standing	Holding a bat

**4.7.7 Drawing a picture of a dog**

You can't draw until you practise drawing



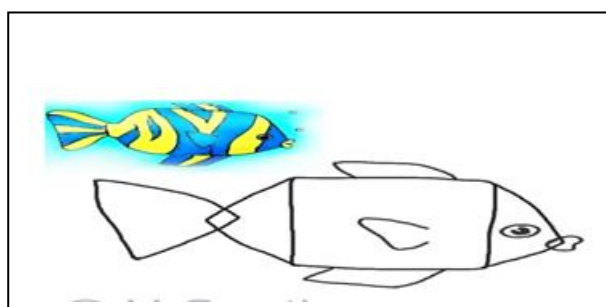
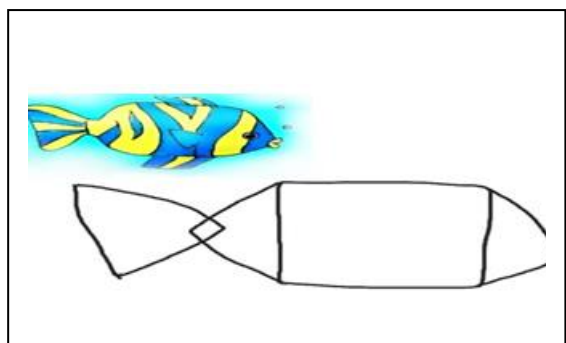
**Task 13**

**10 minutes**

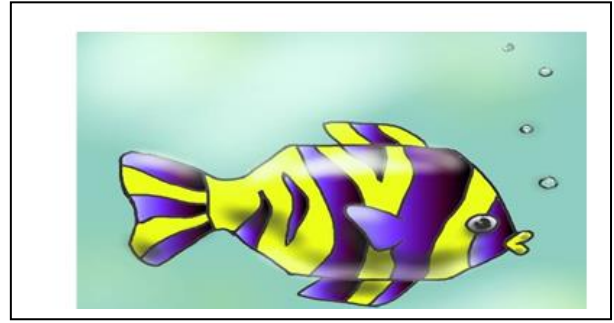
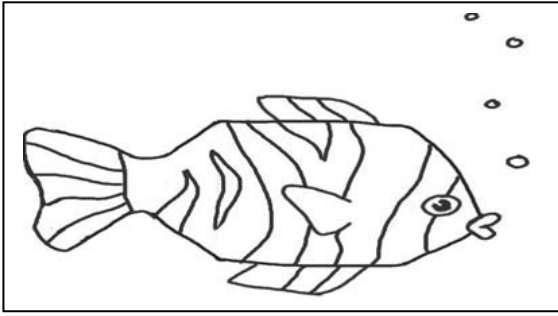
Draw the face of this dog above on the paper provided.

**4.7.8 Drawing a Fish**

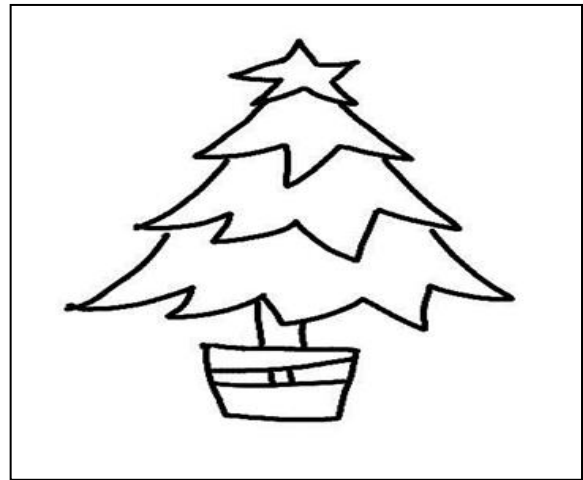
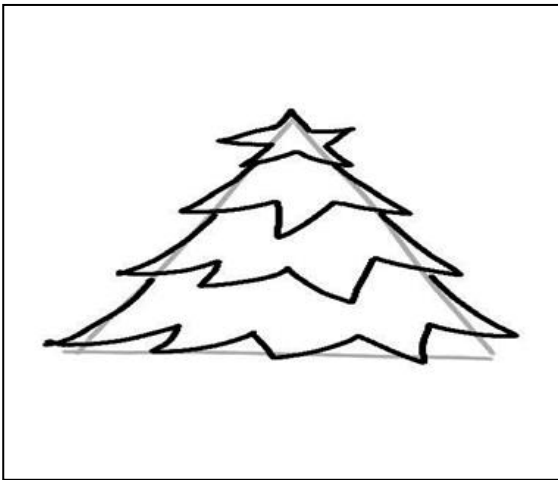
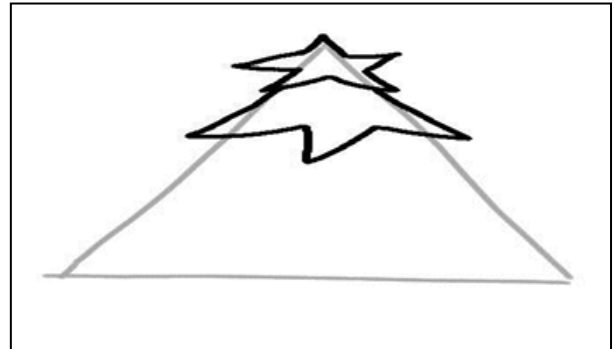
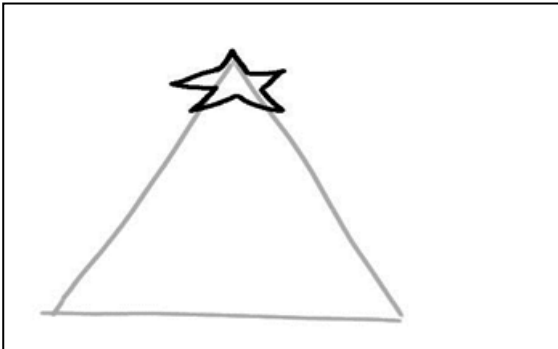
Steps to draw a fish







#### 4.7.9 Drawing a Christmas Tree





## 5. Eggshell Mosaic

by Amy McMahon

**Time:** 30 minutes or more

**Type of activity:** Arts and Crafts

Using eggshells and her imagination, your child can create unique mosaic-like designs.

### Materials needed:

Eggshells (at least 4)  
Food coloring or tempera paints  
Small bowls  
Water  
Rolling pin

Paper towels  
Glue  
Paper  
Pencil  
Hairspray

### WHAT TO DO:

**Step One:** Your child can choose the food coloring or paints she wants to use in her picture and decide what she is going to draw.

**Step Two:** Remove the egg from the shell by poking a hole at the top and bottom of the eggshell with a safety pin and blowing the egg out from the bottom end.

**Step Three:** Dye the eggshells different colors using food coloring or tempera paints. Let the shells dry on paper towels.

**Step Four:** Crush the eggshells with a rolling pin. Make them small enough that they will lie flat, but not so small that they are too difficult to handle. You may want to separate the eggshells by color on separate paper towels.

**Step Five:** Ask your child to draw a picture in pencil on the paper.

**Step Six:** Glue the various colors of eggshells to the paper to color in your child's picture. Help her fill in blanks with little pieces. (Eggshells can be slippery.)

**Step Seven:** Spray the picture with hairspray to create a shiny gloss.

Hang your child's picture where everyone will be able to see it. Be sure to add her name at the bottom so everyone can compliment the artist

## 6 Making a picture using Potato Printing

**You will need:**

**What to do:**

- Cut the sides off the cereal box
- Use glue and paste the shape template inside of the cereal box and cut out.
- Leave to dry and cut out the shapes



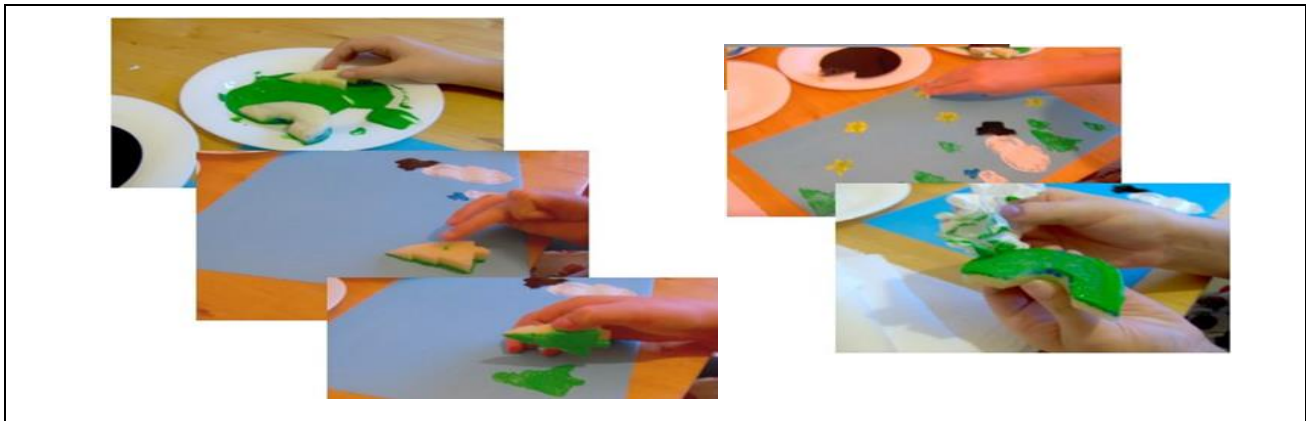
- d. Peel and cut out the potatoes into 1-2 cm thick slice
- e. Wash and dry the potatoes before marking and cutting
- f. Place the shiny side of the shape onto the potato slice
- g. Draw around them using pencil or pen cut them out with sharp knife



- h. Put some paint on the plates or flat surface and spread it out
- i. Dip the shapes into the paint and place them where you want to on the card and press



There are so many pictures you can make this way.



## 7. Create 3-Dimensional

### 7.1 What is clay?

Clay is wonderful stuff. It is part of the earth and takes millions of years to form. Wind, rain and changes in temperature cause rocks to slowly break down into very tiny pieces. When these tiny pieces are wet, they stick together to form clay. It is sticky. We can squeeze it and shape it into anything that we like. We can get it on the sides of the river. You can also buy ready -mixed clay from art shop. Most potters living in the countryside dig the clay out of the ground.



## 7.2 Hints on how to prepare clay from the river

1. Remove all the little sticks and stone.
2. If you have a sieve, press the clay through it.
3. Knead the clay though you are making bread dough
4. The clay should be wet but not too wet
5. It should be easy to shape but should not stick to your hand.



## 7.3 Clay Modeling Technique (CAPS Document page 58)

### Pinching, rolling coils and slabs

- Pinch pots are probably the easiest structure to make in clay.
- Pinch pots are frequently the first project taught to children in pottery classes.
- Start by rolling the clay into a ball.
- Hold the ball in one hand, and press the thumb of your other hand into the ball, until it is midway through (or a little farther).
- Now, hold the ball with your thumb inside and pinch the wall of the ball between your free fingers and your thumb. Rotate the ball 30 degrees on your thumb, then pinch again.
- Rotate, then pinch again. You will notice the hole in the center of the ball growing wider. The ball will no longer be a ball at all; instead, it will take on the shape of a cone or a bowl. This is your pinch pot.
- Continue to mold the pot until the walls are the appropriate thickness and shape.
- Pinch pots have many uses in clay modeling.
- Try making the pinch pot into an animal by attaching feet to the bottom and a head and tail to the sides. For a slightly more realistic-looking animal, turn the pinch pot upside down before attaching the head and legs, so that the pinch pot becomes a body and loses its functionality as a bowl.
- Another method for creating structures in clay is with coils.
- Use your hands to roll a coil (a long tube like a snake).
- Shape the coil into a circle, then begin to stack coils on each other to form the walls of a tube or a pot. Remember to score the coils together.
- Slabs of clay are rolled out with a rolling pin and then cut into whatever shape desired with a clay knife or needle tool.
- These slabs can be used to make the walls of a box or a clay house or a mug.



## 7.4 Clay models





## 8. Making a necklace

### Task 12: 20 Minutes

You will need:

clay	paint	pencil
threading string	card	scissors

Instructions:

1. Roll out some clay
2. Draw a shape e.g. a heart on some card
3. Cut it out and use it as a template to cut around
4. Make a hole in the top of each heart with a pencil or matchstick
5. Leave it to dry
6. Paint it
7. Thread string through the hearts



## 9. Making a Puppet puppy using waste material

### Task 15: 30 minutes

#### You will need

Newspapers	two small balls	scissors
Sticky tape	craft knife	spoon
Flour and water	paints	bowl
Brush	coat hangers	
String	glue	

Instructions:

1. Scrunch up three balls of newspaper, one for the body, one for the head and one for the snout
2. Wrap the balls with tape
3. Stick the snout to the head
4. Mix the flour and water to make a creamy paste
5. Dip strips of newspaper into the mixture
6. Layer them onto the body and head
7. Make two shapes for the ears and four ovals for the feet in the same way
8. Cover two small balls with paper maché for the eyes
9. When dry, cut the paper maché in half, pull off the balls and glue back together
10. Roll up five tight tubes of newspaper
11. Cover each with plastic food wrap then paper maché over the top
12. When dry, slide the papier maché off
13. Cut of the tubes into three ( for the tail)
14. Paint each section and leave to dry
15. Attach string to link all the sections of the leg and the tail and attach them to the body
16. To tie string to the papier maché , use a pin to make two holes close together
17. Thread cotton in one hole and out the other
18. Tie the ends
19. Attach strings to the head and the back of the body.
20. Tie them to a coat hanger





## 10. How to make Play Dough:

### What you need:

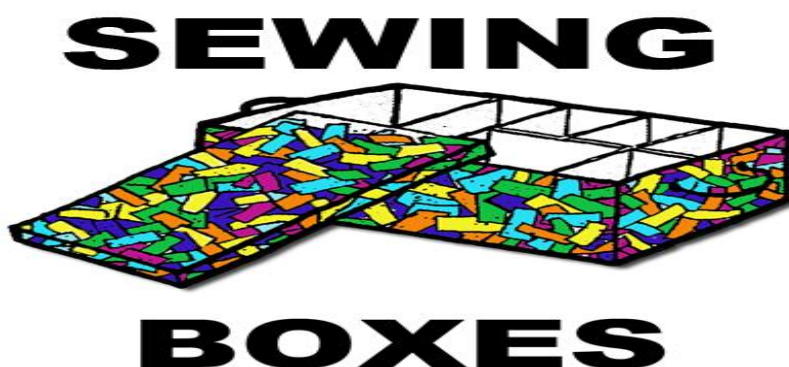
- 1 cup water
- 3 teaspoons of Cream of Tartar
- 1 cup of flour
- 1 tablespoon of cooking oil
- a half cup of salt
- food coloring by your choice

### How to mix:

1. Mix all the dry ingredients in a medium sized pan
2. Add the water and oil
3. Cook it on medium heat and stir constantly
4. When the mixture starts to pull away from the sides of the pan and forms one big ball, put the play dough in a smaller pan and let it cool
5. Then knead the play dough, add food coloring, and then knead it in.



## 11. Making a sewing box (Constructing 3-D objects)



### CRAFTS MATERIALS YOU WILL NEED:

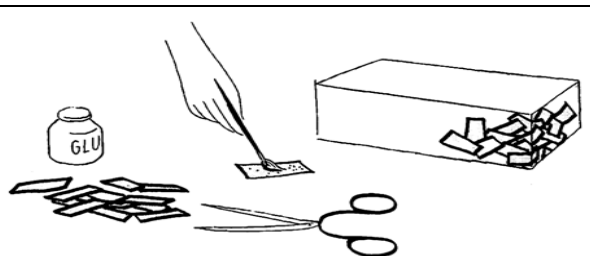
- empty shoe box
- heavy yarn or cord scraps of gift wrapping paper
- rubber cement, or other glue
- nail and hammer or paper punch scissors
- tape measure
- brush

### DIRECTIONS FOR MAKING SEWING BOXES:

Glue decorative paper all over the shoe box and the cover in patchwork-quilt fashion.

The scraps of paper can overlap one another, be upside down or right side up.

Put a coat of shellac all over the box

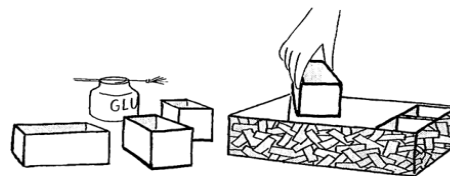


## STEP 2

Cover the insides and outsides of the bottoms of smaller boxes (a cheese box, kitchen match box, for instance) with scraps of gift wrapping paper also in patchwork-quilt fashion and see where they fit into the shoe box.

Glue them into the box.

They will hold yarn spools, small scissors, thimble, and other sewing tools.



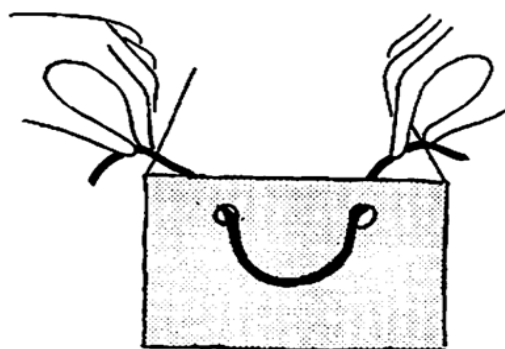
## STEP 3

About 2 inches from the top of the box, in the middle of each side, punch out two holes about 3 inches apart, for the handles of the box.

Pull through two lengths of heavy yarn or cord and on the inside make triple or quadruple knots.

The box is then finished.

If you have money to spare, buy some yarn spools, a thimble, a package of needles, and two or three skeins of embroidery yarn.



## 12. Collages

What is a collage?

A collage is a work of art composed of numerous materials, such as paper, newsprint, photographs, ribbons or other objects attached to background support, such as plain paper. A collage can even be made with physical materials or electronic images, attaching them to a digital background. Originating from the French word "coller", meaning "to glue", the collage allows you to experiment with a wide range of materials to achieve amazing end results.

It is a fun easy way to use your creative talents. Once you have made your first collage the world will be your oyster! There is such freedom in the art of collage. Basically you can do whatever you like. There are no rules, you just go for it

### 12.1 Examples of collages

A collage made of candy sweets papers



A dog collage sheet



## Task 15: 20 minutes

In groups make a collage choose one from these topics

- |                   |                     |
|-------------------|---------------------|
| 1. My family      | 5. Transport        |
| 2. Food           | 6. My body          |
| 3. Fashion        | 7. Plants and seeds |
| 4. Jobs people do |                     |

## 13. Papier Maché

### How to make paper maché

Instructions:

1. Tear the newspaper into tiny pieces and put them in a large bowl.
2. Add just enough warm to hot water to completely cover the newspaper.
3. Let soak overnight.
4. Once your newspaper has soaked for several hours, get your hands into it!
5. Play with it, mix it, and squeeze it through your fingers until it looks like oatmeal!
6. Try to get as many lumps out as possible. If necessary, add a bit more water and let it soak a little more.
7. Once you have it as smooth as possible, add a few tablespoons of salt to help retard mold.
8. Mix it again with your hands.
9. Once mixed thoroughly, squeeze out any excess water and add a few tablespoons of glue. Now you are ready to use your paper maché.



### 13.1 Making a bowl

#### Task 13: 30 minutes



You will need:

- |            |           |          |
|------------|-----------|----------|
| newspapers | glue      | Balloon  |
| Pritt      | magazines | scissors |

Instructions:

1. Blow the balloon
2. Cover a balloon with paper maché to about half way
3. Leave to dry
4. Burst the balloon
5. Have a collage of pictures cut from magazines
6. Cover over the paper maché with a collage of pictures



## 14. Making of Puppets

- Step 1:** Find an old sock and slip it over your hand.
- Step 2:** Close your fingers together and draw a line across your four fingers, index finger to pinkie.
- Step 3:** Cut across the line you just drew and find good piece of cardboard.
- Step 4:** Cut the cardboard into a small circle, half the size you want your puppets mouth to be.
- Step 5:** Fold the cardboard circle in half and glue it to











either side of the cut up sock mouth.

**Step 6:** Now is where you get creative! Googly eyes, buttons, string, glitter, anything you can get your hands on.







## 15. Making Animal Masks:

Material	Paper plates	Any water base paint	White glue	Scissors
----------	--------------	----------------------	------------	----------

	<b>1. THINK ABOUT WHAT ANIMAL YOU WANT TO MAKE</b> Imagine a paper plate to be the animal's head. What do you need to decorate the paper plate with to make it more look like the animal you have in mind?
	<b>2. MAKE THE EARS AND OTHER SPECIAL PARTS</b> The next step involves cutting out head parts that need to be painted the same color as the head. For most animals, this will involve cutting out a pair of ears out of construction paper or cardboard.
	<b>3.</b> Some animals, like the elephant, will need additional parts, like its long trunk.
	<b>4. ATTACH THE EARS</b> With the paper plate's right side up, glue the pair of ears on either side of the plate. Allow the glue to dry.
	<b>5.</b> If your animal has other parts that need to be glued on, flip the paper plate over so that the bottom side is facing up, before gluing on the trunk or other head parts.
	<b>6. PAINT THE ANIMAL</b> Remember to position the paper plate bottom side up with the ears glued at the back. Paint the animal with any water-based paint.



	<p>7. Paint on some spots or stripes if your animal has these patterns. You can finger paint or use a paint brush. If you want to try something new, you can make your own <u>potato stamps</u> or <u>fruit and vegetable stamps</u> to make the animal patterns. After you're done painting, allow the paint to dry completely.</p> <p>8. Add eyes</p> <p>9. When the paint has dried, you can add the remaining facial features. To make the eyes, you can glue on wiggle eyes, buttons or paper cut-outs.</p>
	<p><b>10. MAKE THE NOSE AND MOUTH</b></p> <p>For a lot of animals, you can simply draw or paint on the nose and mouth..</p>
	<p><b>11. SOME ANIMALS LIKE THIS GIRAFFE, HAVE SNOUTS. TO MAKE A SNOUT, CUT OUT AN OVAL SHAPE FROM CONSTRUCTION PAPER AND DRAW THE ANIMAL'S NOSTRILS AND MOUTH ON IT. YOU CAN USE CRAYONS, OIL PASTELS, COLORED PENCILS OR MARKERS FOR DRAWING.</b></p> <p>Glue the snout onto to the paper plate head. To make the animal's head a little less round, position the snout so that it protrudes a little bit along the bottom of the plate. You can do this with long-faced animals such as giraffes, horses, cows or goats.</p>
	<p><b>12. YOU CAN ADD ADDITIONAL DETAILS IF YOU LIKE. THIS GIRAFFE NEEDS A PAIR OF HORNS AND MAKE THEM BY CUTTING A CRAFT STICK IN HALF AND GLUING THEM AT THE BACK OF THE PAPER PLATE. THE CRAFT STICKS CAN BE COLORED OR PAINTED BEFORE GLUING ON CIRCLES OUT OF CONSTRUCTION PAPER AT THE TIPS OF THE HORNS.</b></p>

### 15.1 More examples of animal masks





## VISUAL LITERACY



### GRADE 1:

Naming shape of own work

Looking at and talking about book illustrations: name shape and colour in book illustrations.

Identifying contrasts: big/small; long/short; etc in the book illustrations.

Look at and talk about colour and shape in pictures and photographs.

Responding to questions to show awareness of colour and shape.

More specific naming of colour and shape (light & dark colour; simple geometric shapes) and contrasts through answering questions.

### GRADE 2:

Discuss primary and secondary colours, cool and warm colours, shape and line.

Talk about geometric and organic shapes

Discuss colour, shape, texture pattern and tone. Look at and discuss famous artworks of natural world

Discuss various concepts like behind, in front of, underneath, etc.

Discuss 3D patterns, geometric shape, line, surface texture and correct joining techniques, shape and texture.

### GRADE 3:

Art elements: identify and name all art elements

Use artworks and visual stimuli to relate to own work

Use of art elements and design principles in description and discussion: introduce balance

Description of own artwork: use art vocabulary consciously

Increase awareness of pattern and printmaking in Africa: e.g. Ndebele painting, beadwork, decorative ceramics: looking, listening and talking about the pattern.

Design principles: name and use contrast, proportion, emphasis and balance

Question to deepen and extend observation of elements and design principles.



## MAKING MUSICAL INSTRUMENTS FROM WASTE MATERIALS

Grade R learners enjoy making sounds with percussion instruments. The teacher does not always have the necessary instruments in her classroom and therefore can improvise by making home made musical instruments. The home-made percussion instrument is one which is used to produce sounds when it is hit, shaken or banged, such as bells, tambourines, cymbals, triangles, maracas and drums. Through music learners develop listening skills and co-ordination of movement. They also enjoy playing on the instruments because it is a social activity and the learners learn to co-operate with other players.

### DECORATIVE ITEMS TO COLLECT:

You can keep the music instruments plain or decorate them. If you need ideas for decorating these projects, try any of the following items. Store items, such as those listed below, in a large plastic storage container.

Sequins	Buttons	Yarn
Yarn	Ribbon	masking tape
Beads	Glitter	sand
Cellophane	Beans	construction paper
Magazines	Photos	crayons
Markers	colored pencils	Paint/ nail polish

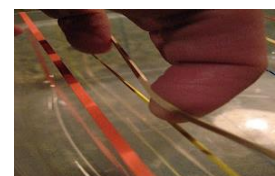
### TYPES OF MUSICAL INSTRUMENTS TO MAKE:

#### 1. DRUMS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>Aluminum coffee can with plastic lid</li> <li>2 sheets yellow cardboard paper</li> <li>1 sheet tan felt</li> <li>Pink(orange other colour) cotton /yarn</li> <li>1 rubber band</li> <li>Scissors</li> <li>Glue stick</li> <li>White craft glue</li> <li>2 wooden dowels</li> <li>2 small foam balls</li> <li>Blue cotton /yarn</li> </ul> <p><b>NB:</b> Instead of felt you can use rubber and instead of cotton, you can use rope or wire. Wooden spoons will make excellent drumsticks</p>	<p>Remove lid from coffee can and set aside for a later step. Cover the side of the can with yellow cardboard paper. Glue on to the coffee can. Trace a pattern on the yellow paper. Start at the bottom, go up at a slant to the top, and then go down from there at a slant, creating a triangle. Continue this pattern all the way around the can. Put glue on the lines</p> <p>Using pink or any other colour cotton, follow the lines, gently pressing the yarn into the glue as you go. Cut only once at the end.</p> <p>Place the tan felt flat on a table. Put white glue around and on the top of the plastic lid. Place the plastic lid upside down in the center of the tan felt. Use a scissor to trim around the plastic lid, leaving 5cm border. Place the felt-covered plastic lid onto the coffee can. Wrap the rubber band around the coffee can, securing the tan felt border to the side of the can. Gently pull the felt tight so that the top is smooth.</p> <p>To make the drumsticks, gently insert the end of a dowel into the foam ball. If you press too hard and the dowel goes through, just glue it back together.</p>
<p><b>PLAY:</b> To play, beat with stick or hands.</p>	

#### 3. GUITARS



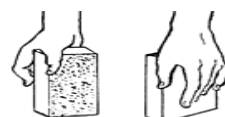


### Example A

WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ empty shoe box/tissue box or plastic container</li> <li>■ rubber bands</li> <li>■ ruler or stick</li> </ul>	Remove the cover from the box. Stretch the rubber bands around the box. Attach the ruler or stick to the back of the box on one end to act as the arm of the guitar
<b>PLAY:</b> To play, strum or pluck the rubber bands	

### Example B

WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ Empty tissue box (or any box with a lid)</li> <li>■ Paper towel roll</li> <li>■ Rubber bands</li> <li>■ Scissors</li> <li>■ Glue and tape</li> <li>■ Straw</li> <li>■ Paint</li> </ul>	Wrap five rubber bands around a tissue box, making sure that they lie over top of the opening in the box. Cut the straw to fit and slide it under your rubber bands. Cut slits into the end of your paper roll, about 2.5cm long, and bend outwards (this is how you will attach your handle). Tie the handle by sliding it underneath the rubber bands on the top of your box. Glue on to tissue box. Paint the handle.
<b>PLAY:</b> To play, strum or pluck the rubber bands	



## 3. SANDBLOCKS

WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ Blocks of wood</li> <li>■ Sandpaper</li> </ul>	Stick sandpaper onto the one side of the wooden blocks
<b>PLAY:</b> Rub together to play	

## 4. TAMBOURINES



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ Round cardboard box</li> <li>■ 6 Metal bottle tops or 5-6 small bells</li> <li>■ Safety pins</li> </ul>	<p>The tambourine is made from the top of a round cardboard box of the kind that some breakfast foods come in. To it are fastened five or six small bells like those that come on baby rattles and other toys.</p> <p>Cut slits in the side of the box top. Then put the bell hooks through the slits and fasten them in place with safety pins</p>
<b>PLAY:</b> Shake to play	



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>2 paper plates</li> <li>stapler or glue</li> <li>hole punch</li> <li>string</li> <li>jingle bells /bottle tops</li> <li>crayons</li> </ul>	Staple or glue two paper plates together, facing each other. Using a hole punch, make holes around the plates and tie jingle bells to the holes with string. Heavy duty paper plates may be more durable for this craft. Decorate the tambourine with crayons.
<b>PLAY:</b> Shake to play	

## 5. TRUMPETS



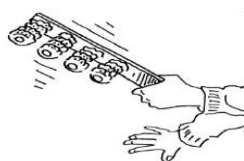
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>piece of hose -± 60 cm</li> <li>decorative ribbon</li> <li>1 plastic funnel.</li> <li>scissors</li> <li>cellotape.</li> <li>1 pencil</li> </ul>	<p>Decorate the funnel with the coloured tape and push it into one end of the hose and fix it in place with the coloured tape. Add coloured tape to the other end of the hose to make the mouth piece.</p> <p>Loop the hose and securing it with coloured tape where it overlaps. Decorate the trumpet.</p>
<b>PLAY:</b> Blow into the tube to make a sound	

## 6. HAND BELLS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>elastic ponytail holders</li> <li>elasticized gold thread</li> <li>scissors</li> <li>jingle bells (available by the handful at craft and fabric stores)</li> </ul>	Sew the bells on to the pony tail holders with thread
<b>PLAY:</b> Put around the wrist or ankles and shake	

## 7. JINGLE STICKS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>Bottle tops</li> <li>One large nail (larger than a two-inch nail)</li> <li>Hammer</li> <li>Two-inch nails with large heads</li> <li>Long piece of wood</li> </ul>	Collect bottle tops. Punch a hole through the center of each bottle top. Once each cap has a hole, place four caps on each two-inch nail. Make four (or more) nails with caps on them. Hammer the nails halfway into the wood, leaving the bottle caps free to jingle.
<b>PLAY:</b> Shake the piece of wood for a sound	

## 8. SHAKERS

Example A



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ Small canned fruit/vegetable tins</li> <li>■ Plastic lids: small instant coffee tins</li> <li>■ Paint or coloured tape</li> <li>■ Seeds</li> <li>■ Small chocolate boxes</li> <li>■ plastic fruit or vegetables</li> <li>■ plastic bottles</li> <li>■ empty spice bottles</li> <li>■ Small size shampoo/lotion bottles</li> <li>■ yogurt containers , etc</li> </ul>	Paint tins. Fill with seeds or beans . Seal tops. NB. Alternatives are to fill containers that can seal with any type of objects e.g.: rocks, sand, beads rice, barley, lentils, split peas, unpopped popcorn beans, chickpeas, peppercorns, nuts and small screws empty cotton reels, buttons etc
PLAY: Shake the tins for a sound	

### Example B



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ paper towel rolls</li> <li>■ hole punch</li> <li>■ 4 jingle bells</li> <li>■ 2 string or yarn</li> </ul>	Punch a hole in each end of the paper towel rolls. Tie two jingle bells to each side of the paper towel rolls by running string or yarn through the holes and carefully tying off.
PLAY: Shake to play	

## 9. MARACAS



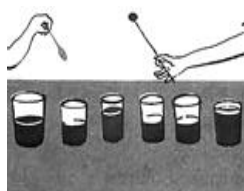
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ 2 paper plates</li> <li>■ paint</li> <li>■ piece of stiff cardboard</li> <li>■ seeds</li> <li>■ Strong, Y-shaped branch</li> <li>■ Preferably hardwood Beads</li> <li>■ 12 metal bottle caps</li> <li>■ Strong wire,</li> <li>■ Acrylic paint and brushes</li> <li>■ Assorted decorations; feathers, colored</li> </ul>	Paper plate maracas: Put some dried beans on a small paper plate. Cover with another, upside down paper plate. Staple the two plates together around the edges to seal them shut. Add a cardboard or popsicle stick handle if you want, then decorate  Paint the stick. Decorate the stick with feathers or ribbon. Flatten the caps with a hammer. Use a nail to punch a small hole in the centre of each cap. Thread the caps onto the wire and string tautly between the arms of the Y
PLAY: Shake the stick / plate	

## 10. COMB BUZZERS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>■ pocket comb</li> <li>■ tissue paper</li> </ul>	Fold a piece of tissue or wax paper over the tooth edge of a comb. Stretch the paper taut with both hands and, holding the comb against the mouth. Hum a tune into the paper and comb
PLAY: To play, hum through the tissue paper	

## 11. XYLOPHONES





WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>glasses or jars / empty tins</li> <li>water / elastic</li> <li>tall mixing spoon/ wooden stick</li> </ul> <p>NB: Different sizes of tins tied with an elastic can also be used</p>	<p>Fill the glasses or jars with different amounts of water. The more water in the glass, the lower the pitch will be. Having less water in the glass or jar will raise the pitch. Now arrange 8 glasses in a row on a table. Fill each with water at different levels and sound again. Notice how the pitch can be changed by adding to or reducing the amount of water in the glass.</p>
<p><b>PLAY:</b> To play, gently strike the glasses with a spoon.</p>	

## 12. CYMBALS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>two pot covers /lids of pots</li> <li>yarn or ribbon</li> </ul>	<p>Tie the ribbon or yarn around the handles of the pot covers.</p>
<p><b>PLAY:</b> To play, strike together</p>	

## 13. HORNS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>paper towel roll</li> <li>waxed paper</li> <li>rubber band</li> <li>pen</li> </ul>	<p>Cover one end of the paper towel roll with waxed paper. Secure it with a rubber band. Punch a row of holes along one side of the roll with the tip of a pen.</p>
<p><b>PLAY:</b> To play, sing a tune into the open end of the horn.</p>	

## 14. CHIMES



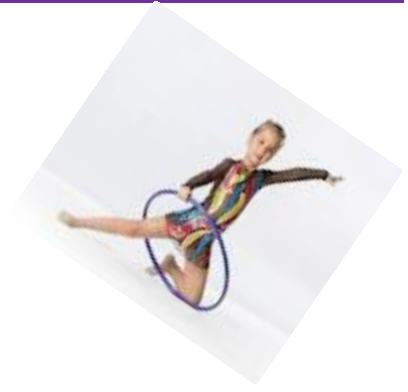
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>ruler or stick</li> <li>washers or keys</li> <li>nail polish</li> <li>string</li> <li>mixing spoon</li> </ul>	<p>Hang the washers or keys from the ruler or stick with pieces of string by wrapping the string around the ruler or stick and securing.</p>
<p><b>PLAY:</b> Strike the washers or keys with the mixing spoon to play.</p>	

## 15. RAIN STICK



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> <li>Large cardboard tube (e.g. paper towel/foil holder)</li> <li>Handful of seeds and decorations of choice</li> <li>Tape to close both ends</li> </ul>	<p>Place seeds in holder and tape both ends. Decorate to make colourful. Gently slide stick from side to side to make a rain like noise.</p>

## SECTION B: PHYSICAL EDUCATION



### INTRODUCTION TO PHYSICAL EDUCATION AS EXPLAINED IN THE CAPS DOCUMENT:

In the Foundation Phase great emphasis should be placed on the physical and motor development of the child, which is integral to their holistic development. It leads to the development of the learner's gross motor skills through activities such as play, movement, games and sport. It also contributes to the development of positive values and attitudes. With regards to sport, the focus is on games and skills development, which will form the basis for sport participation at a later stage.

This area should focus on the building of perceptual and locomotor development as well as the development of rhythm, balance and laterality.

**ALWAYS BEGIN EACH LESSON WITH A WARM UP AND END WITH A COOLING DOWN ACTIVITY.**

### IMPORTANCE OF PHYSICAL EDUCATION:



Learning through movement involves the body, mind and emotions. Activities involving movement leads to problem solving, communication, social and other important life skills. The teacher should aim to include a variety of apparatus.

Many educationists and occupational therapists are becoming more aware of the important role played by movement in the development of the growing child.



In the early years, movement is the basis of all learning, where the child becomes aware of his various body parts, his abilities and limitations and discovers new things.

**Crawling** involves the hands and legs moving alternately to each other.

It helps the child cross the midline, enabling him to use both the *left* and *right* side of the *brain* simultaneously.



Walking only begins when the neck, back and leg muscles are strong enough to enable him to co-ordinate the basic body movements.

Actions such as walking, running, hopping and jumping strengthen the child's muscles and also assist in developing his agility and self-confidence.

During the Pre and Grade R classes, the child is brought to the understanding that his body has two sides (left and right) and two planes (top and bottom). They learn to move their different body parts independently and by the age of 5-6, begin to realise which side of the body they prefer to use (called the establishment of dominance). This can be seen in activities such as throwing, kicking, cutting, hopping eating, writing, etc.

Once a child has established a preference, they should not be encouraged to change as this will possibly cause emotional problems and learning difficulties at a later stage!

Children who are deprived of a wide variety of movement experiences often develop perceptual and motor impairments.

## TIPS FOR TEACHERS

- ✚ Ensure all learners participate
- ✚ Plan a variety of age appropriate activities, some vigorous
- ✚ Use a non-threatening approach to ensure fun and enjoyment by all
- ✚ Divide class into groups and move from group to group to assist and support
- ✚ Move around outside of groups so as to keep an eye on all children at all times
- ✚ Start all lessons with a warm-up activity and end with a cool down.
- ✚ Choose a suitable and safe environment for the lessons.



## FUNDAMENTALS OF MOVEMENT

### LOCOMOTOR MOVEMENTS

Locomotor Movements are movements forwards, backwards and sideways, moving around the available space. It can be running, hopping, skipping, galloping, waltzing, creeping, rolling, leaping, weaving, striding, walking at various speeds, etc.





## NON LOCOMOTOR MOVEMENTS



These are movements that take place on the spot. Springing; star jump; arch jump; tuck jump; scissors jump; running on the spot; hopping on the spot; balance movements, spinning around; etc.

## SPATIAL ORIENTATION, PERCEPTUAL MOTOR SKILLS, DISTANCE AND SPEED

When the child has developed an awareness of his body, he learns to judge **space** and distance and realises that the space around us is an extension of our bodies. Children with poor spatial orientation tend to be clumsy and bump into things or knock them over.

Space is an understanding of words such as: under; over; inside; outside; alongside; on top; above; between; behind; in front; far; near; close; etc.

Spatial awareness is developed through play and physical activities. It teaches children to estimate how far to stretch their hands to catch and where the ball is in relation to their foot when kicking, which is linked to hand-eye and hand-foot co-ordination. It also teaches the child how fast they should run in order to catch the ball, etc.

An understanding of speed is important in teaching the child to control the speed of their movements in relation to the activity being carried out i.e. he learns to judge how fast he must run in order to catch a ball. He learns to walk slowly and carefully when balancing on a narrow beam or row of bricks.

Speed is related to an understanding of words such as: Slowly; carefully; quickly; fast; still; freeze; hurry up; don't rush; take your time; etc.

**EFFECT OF LANGUAGE AND MATHEMATICS:** A child with poor special perception will not be able to judge distance effectively. He will therefore find it difficult to judge length and height; set out his work neatly on paper; may experience reversal problems when reading and writing letter and numbers and find sequencing activities difficult. Many problems in Mathematics can be linked to poor special skills.



## GROSS MOTOR SKILLS:

The effective development of gross motor-skills is dependent on the integration of the various body parts while moving. Gross motor skills are enjoyable for children, ridding them of excess energy and tension and also helping them to develop muscles needed to build strong healthy bodies. Throwing and catching help children learn to **track and focus eyes** on moving object, which is important for **reading and writing**.

By 6 years a child should be able to throw and catch a large ball or bean bag with both hands. Gross motor skills are developed thorough various activities as listed below and also require an understanding of space, position, direction and distance:

- ❖ Hand-hand co-ordination (i.e. clapping)
- ❖ Hand-eye co-ordination (i.e. throwing and catching, batting, skittles,)

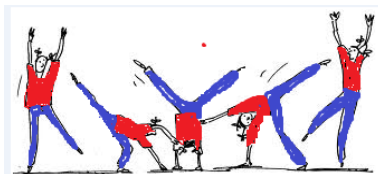


- ❖ Foot-foot co-ordination (i.e. balance walking where one foot is placed in-front of the other; kicking while swimming)
- ❖ Eye-foot co-ordination (i.e. Kicking a ball, balancing on a row of bricks, jumping onto, into, out of, over an object)
- ❖ Eye-hand-foot co-ordination (i.e. throwing, catching, hitting an object while running or walking; running while balancing an object)

Today's children, due to their sedentary life-style, tend to have low muscle tone. Children with low muscle tone tend to be physically unfit, tire easily and have poor posture and co-ordination. They are often reluctant to participate in games and sport. **They often experience concentration problems at school.**

## TRANSFERENCE OF WEIGHT

**Cartwheel**



**Arab Spring**

Transference of weight is when the weight is transferred from one body part to another. It can be moved forwards, sideways, backwards, using the feet. It can be transferred from one body part to another e.g.: feet to hands and back to feet: (e.g. crouch jump; handstand; cartwheel), etc.

## BALANCE

A child is said to have developed the necessary skill for balancing when he or she is able to control both sides of their body while performing basic movements such as sitting; standing; walking; jumping; bending; hopping and skipping, in a fluid and agile manner.



**Handstand**



**Bridge Balance**

To improve balance the learners must be taught to centre their centre of gravity (belly button) over their base of support. The base of support is that area of the body that is on contact with the ground. Balance activities with a partner can be done in Grade 3.

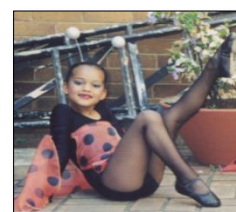
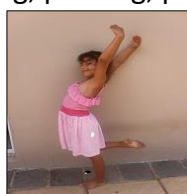


**Partner Balances**



## VARIATIONS/QUALITY OF MOVEMENTS:

Different quality of movements: heavily; lightly; strong; dainty; twisting; twirling; rising; drooping; lifting; pushing; pulling; etc.



## RHYTHMIC MOVEMENT



This forms part of the Physical Education Programme and may even be incorporated in the Performing Arts section. It consists of dancing/moving to music. It can be done in groups or pairs, using floor patterns and levels. It can also be done with various pieces of apparatus (scarves, hoops, ropes and ribbons)

## REBOUNDS

This refers to the bending and stretching of the knees, which assists with the prevention of injuries when landing as well as the smooth flow and grace of movement when dancing. Examples of rebounds:

- ✚ Stand feet together, rebound 3X and on the 4<sup>th</sup>, deep rebound.
- ✚ Stand feet together, rebound 3X and on 4<sup>th</sup> jump up.
- ✚ Stand feet together, rebound 3X and on 4<sup>th</sup>, jump making a  $\frac{1}{4}$ . Repeat to face each wall or corner.
- ✚ Stand with Right leg forward. Rebound forward and backward, transferring weight to R foot and then back to Left foot. Repeat using the Left leg.
- ✚ Stand feet apart. Rebound from side to side, transferring weight from Left to Right.
- ✚ Stand feet apart. Rebound from side to side, transferring weight from L to R and combine with a step together step. Repeat to other side.
- ✚ Ensure back is held upright throughout.

## SWINGS

- ✚ Swing arms forwards and backwards together.
- ✚ Swing arms forwards and backwards in opposition to each other.
- ✚ Swing arms from side to side.
- ✚ Swing arms L, R and then in a circle, clockwise. Repeat anticlockwise.
- ✚ Swing arms in a figure of eight.

## STRENGTHENING & SUPPLING EXERCISES



After a warm-up, during the lesson as well as the cool-down at the end, exercises to strengthen and encourage supple bodies should be done.



Working on a jungle gym, with hanging, climbing and swinging movements, encourages strength in the upper shoulder girdle, arms and legs.

## BUILDING PYRAMIDS & OBSTACLE COURSE



The teacher must take care to ensure that all learners are safe when building a pyramid. The taller and heavier children are placed at the bottom, with the smaller and lighter ones on top. Knees should be centered on the back of the one underneath, to avoid injury.

An obstacle course should have well-chosen safe equipment that encourages a variety of movements. (over, under, through, on, around, off, etc.)

A jungle gym can be built into the obstacle course.



### RECOMMENDED RESOURCES:

Range of logs; planks; tyres; bricks; variety of different sized balls; home-made bats; bean bags; cot mattresses; wheel toys for learners to use during free play; ropes; ribbons; markers; jungle gyms; obstacle course; music; home-made rhythmic sticks; scarves coloured sashes; whistle






## GYMNASTICS: GRADE 1

### INTRODUCTION

#### WARMING UP ACTIVITY (spatial orientation)



- ❖ Head rotation, from R, down to L and back again, 10 times
- ❖ Shoulder rotation, backwards and forwards
- ❖ Arm circling, forwards and backwards
- ❖ Shaking and swinging arms and legs to warm up muscles
- ❖ Arms out to sides at shoulder height, swing across body, to L and R, touching alternate feet
- ❖ Windmill, taking L arm to R foot and R arm to L foot. Keep legs straight
- ❖ Arms out to sides. Bend to L taking arms overhead to L, repeat to R. Repeat several times
- ❖ Jumping Jack, taking arms and legs out and then legs together with arms down - (to warm up legs and arms)
- ❖ Pupils own choice of activity and apparatus from selection (bean-bags, ropes, hoops, skittles, stocking balls, etc)

MOVEMENT EDUCATION	
<b>LOCOMOTOR MOVEMENTS/ SPATIAL ORIENTATION</b>    	<ul style="list-style-type: none"> <li>❖ Fast walking forwards... on given signal, make body number/alphabet shapes</li> <li>❖ Walking in own direction, with bean-bag balanced on head, while weaving in-between each other....on given signal place bean-bag on floor and jump 2 onto 2 from side to side over it</li> <li>❖ Walking forwards on toes with bean-bag placed on head... on given signal balance on one leg ... on signal change to walking backwards on heels</li> <li>❖ Free running in-between ropes, moving in own direction, watching out for others...on given signal skip with nearest rope</li> <li>❖ Free running forwards, backwards or sideways in-between ropes...on given signal sit cross-legged next to own rope</li> <li>❖ Dodging between skittles...on given signal jump forward and backward over skittle</li> </ul>
<b>NON-LOCOMOTOR/ WEIGHT-BEARING OR BALANCE ACTIVITIES</b>   <b>Little Bird</b>   <b>Wheel barrow</b>	<ul style="list-style-type: none"> <li>❖ Crouch (bunny) jump on the spot, keeping arms straight and lifting legs in tuck position</li> <li>❖ One knee scale balance/shoulder balance</li> <li>❖ Crouch jump from side to side over bean bag</li> <li>❖ Cartwheel over bean bag placed a distance apart from others to avoid bumping into each other</li> <li>❖ Seat Balance.... Tree balance on one leg</li> <li>❖ Crouch jump from side to side while travelling along length of rope</li> <li>❖ Cartwheel along the length of a rope (L &amp; R)</li> <li>❖ Walking along rope: forwards, backwards, sideways, with or without crossing over feet/ hands on head, hips/behind back</li> <li>❖ Wheelbarrow with partner, between markers. Take turns</li> <li>❖ Handstand with partner support</li> <li>❖ Half head stand (Yoga: Little Bird)/ balances lifting 1 leg</li> <li>❖ Spinning on the spot, along or with a partner</li> </ul>
<b>BASIC JUMPS WITH CORRECT LANDINGS</b>   <b>Star Jump</b>	<ul style="list-style-type: none"> <li>❖ Hop from side to side along length of a rope, using L &amp; R legs</li> <li>❖ Star jump &amp; tuck jump on the spot</li> <li>❖ Jump 2 onto 1 from side to side around a hoop</li> <li>❖ Jump 1 onto 2 along length of a rope</li> <li>❖ Jump 2 onto 2 into and out of a hoop while travelling around the hoop</li> <li>❖ Arch jump over bean bag</li> <li>❖ Scissors jump from side to side while travelling along length of rope</li> <li>❖ Arch jump over rope and bridge balance along the length of a rope</li> <li>❖ Sheep jump over a bean bag</li> <li>❖ Leap along the length of a rope (one onto the other)</li> <li>❖ Practice 5 basic jumps over a swinging stocking ball in twos</li> </ul>
<b>APPLICATION (GROUP WORK)</b>	<p>Divide class into 4 groups. Spend 5 minutes at each group. Change in a clockwise direction. Teacher moves round the outside of each group, to keep an eye on all children at all times. Never have your back to any child.</p>

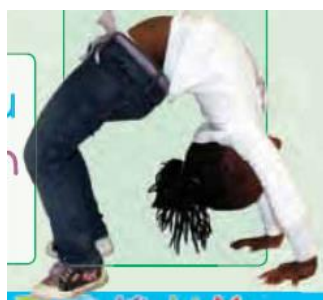
## UPWARD & SUPPORTED JUMPS



Straddle jump over partner

- ❖ Tuck jump off a small chair.... Jump 1 onto 2 over and along length of rope
- ❖ Star jump off small chair.... Jump from side to side, 2 onto 2 along length of a rope
- ❖ Arch jump off small chair..... Leap from one bean-bag to the next
- ❖ Arch jump off small chair....Scissors jump from side to side while travelling along length of rope
- ❖ Sheep jump off chair... scissors jump from side to side over cane/stick balanced over two upright bricks
- ❖ Tuck jump off small chair.... hop 1 onto same from side to side along length of rope
- ❖ Straddle jump over partners back.... Run and leap along length of rope
- ❖ Star jump over beacon .... Jump 1 onto 2 into and out of hoop
- ❖ Sheep jump off chair... crouch jump from side to side along length of rope
- ❖ Arch jump off chair...run and jump 2 onto 1 from one bean bag to the other (six in all)
- ❖ Tuck jump over beacon... crouch jump from side to side along length of rope

## AGILITIES






- ❖ 2 Forward rolls along a mat... one knee scale balance
- ❖ Attitude balance..... 2 forward rolls along mat
- ❖ Cartwheel along a rope.... 2 forward roll along mat
- ❖ Handstand with support.... Run and cartwheel along length of a rope
- ❖ Handstand with support.... 2 forward rolls along a mat
- ❖ Cartwheel over hoop..... crouch jump into and out of hoop while travelling around hoop
- ❖ Two backward rolls along a mat...shoulder balance over into 1 knee scale
- ❖ 2 forward rolls along a mat... Bridge balance.
- ❖ 2 backward rolls along a mat... Bridge balance
- ❖ 2 forward rolls...seat balance
- ❖ 2 backward rolls ... seat balance

## POSITIONING










- ❖ Step onto low beam/bench in attitude balance..... Dip walk to end.... Star jump off
- ❖ Step onto beam in arabesque balance..... walk on toes to end..... go down into seat Balance ..... Star jump off
- ❖ Step onto beam...walk sideways along beam ¼ turn.....sheep jump off
- ❖ Step backwards onto beam...walk backwards to end.... arabesque balance..... sheep jump off backwards
- ❖ Crouch jump onto bench.... one knee scale walking along bench..... arch jump off
- ❖ Crouch jump onto bench.... duck walk to end....seat balance... step off
- ❖ Crouch jump onto bench...walk on toes to end....tuck jump off
- ❖ Step onto bench...dip walk to centre... ½ turn and walk backwards to end... star jump off






	<ul style="list-style-type: none"> <li>❖ Step onto bench backwards... walk to centre and go into seat balance...½ turn and walk to end...arch jump off</li> <li>❖ Crouch jump onto bench.... Duck walk to end... go into nape/ shoulder stand... star jump off</li> </ul>
<p><b>CLIMBING &amp; CRAWLING ACTIVITIES</b> (Spatial orientation)</p> 	<ul style="list-style-type: none"> <li>❖ Construct own obstacle course. Use jungle gym, table, chairs, big tyres, box, etc. Where children move up, onto, along, down, through, etc. (e.g. LWB pg 11 term 1&amp;2)</li> <li>❖ Climbing, hanging, swinging, weaving, balancing, etc - along a jungle gym if available</li> <li>❖ Jump over a beacon...hop 1 onto 2 over and along a rope.... Crawl through a box.... Climb into and out of 2 tyres placed on top of each other....weave in-between bottles filled with sand (beacons/skittles)...jump onto and off a chair....roll along a mat....etc</li> <li>❖ Crawl through a box...step into and out of 2 tyres....run weaving from L to R inbetween beacons....attitude walk along a rope.... forward roll over a pillow... crawl under 3 chairs...climb onto a table.... Tuck jump off onto a cot mattress...balance walk along 4 few bricks paced apart... run and jump over a beacon</li> </ul>
<p><b>STRETCHING &amp; COOLING DOWN ACTIVITY</b></p> 	<ul style="list-style-type: none"> <li>❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees</li> <li>❖ As above, with legs apart and place chin on floor in front, then bend to L and R placing head on knees</li> <li>❖ Stand and bend to touch your toes, keeping legs straight</li> <li>❖ Stretching sideways, to left and right</li> <li>❖ Lie on side and stretch legs up to side so as to loosen joints</li> <li>❖ Kneel holding hands at back -and bend forward, lifting hands up to stretch shoulders</li> <li>❖ Breathe in stretching up as tall as a wall, breathe out flopping down like a limp rag doll</li> </ul>

## GAMES/ SPORT LESSONS: GRADE 1

INTRODUCTION	
<p><b>GAME</b></p> 	 <p>Chase my partner's shadow Catch my partner's tail K.I.N.G. spells king Tread on partners toes (gently) Keep the basket full Cat and mouse Buck and hunters Fast running and stop suddenly on given signal All in tag: 2 or 3 players wear coloured bands and try to touch others, who then wear bands and help chase others. Last one left is the winner.</p>

SKILLS DEVELOPMENT	
<b>Hand-Eye co-ordination</b>  	<ul style="list-style-type: none"> <li>❖ Throw a ball into air and catch own ball.</li> <li>❖ Bounce a ball in front of you and catch, as many times as possible</li> <li>❖ Throw ball to partner to catch and throw back. Use large and later small balls.</li> <li>❖ Bouncing and catching a ball to your L and R, using palm of hand</li> <li>❖ Throw a ball up and clap once before catching ( Term 2)</li> <li>❖ Throw a ball up and clap twice before catching (term 3)</li> <li>❖ Throw a ball and clap three times before catching (term 4)</li> <li>❖ Roll ball along the ground...run ahead and catch it</li> <li>❖ Bat ball upwards using palm of hands</li> <li>❖ Bouncing a ball on a small bat</li> <li>❖ Bouncing a ball while weaving in-between markers</li> <li>❖ Throwing a ball into a mini netball ring</li> <li>❖ Throwing bean-bags into a basket</li> <li>❖ Run through hoops spread on floor, bouncing ball in each hoop as you go along... on signal throw ball as high as you can</li> </ul>
<b>Hand-foot co-ordination</b>  	<ul style="list-style-type: none"> <li>❖ Kicking a ball and stopping with a partner using R leg</li> <li>❖ Kicking a ball and stopping with a partner using L leg</li> <li>❖ Dribbling a ball between markers/skittles/beacons/bottles filled with sand using both R and L legs</li> <li>❖ Kick a ball with both R and L legs</li> <li>❖ Kick a ball to knock down a markers/skittles/beacons/bottles using both R and L legs</li> <li>❖ Kick a ball between two markers/skittles/beacons/bottles using both R and L legs</li> </ul>
<b>Body Co-ordination</b>  	<ul style="list-style-type: none"> <li>❖ Individual skipping on the spot. 2 onto 2</li> <li>❖ Individual skipping on the spot. 1 onto 2</li> <li>❖ Circle rope to L and R sides (figure of 8, crossing the midline) and then skip X2. (Rhythm: 1,2,3 &amp; 4) Repeat a few times.</li> <li>❖ Hoop circling around waist</li> <li>❖ Hoop circling around knees and ankles</li> <li>❖ Hoop circling around arm and hand</li> <li>❖ Hoop circling around neck</li> <li>❖ Skipping with a hoop</li> </ul> 
APPLICATION	
<b>Group 1</b>  	<ul style="list-style-type: none"> <li>❖ Team A throws the ball to team B(below waist), who stands in marked area, they must try to dodge the ball. When 3 have been hit they change sides.</li> <li>❖ Knocking down skittles – competition with 2 teams</li> <li>❖ Knocking down skittles - backwards, through legs, from behind a rope. Can have competition between 2 groups.</li> <li>❖ Bat ball over a rope to partner who must bat it back</li> <li>❖ Bounce ball continuously while moving between markers and then back to partner, who does the same. Run and sit at back of line, continue until all have had a turn. Competition between 2 teams</li> <li>❖ Hand soccer – Use benches as goals. Similar to soccer but can only use hands to strike opponents' bench. The ball must not be caught, but can be struck with the hands.</li> </ul>





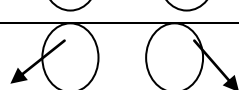
<b>Group 2</b> 	<ul style="list-style-type: none"> <li>❖ Hopscotch (also using the non-dominant foot)</li> <li>❖ Skipping to singing rhymes/chants</li> <li>❖ Skipping in threes</li> <li>❖ Skipping relay</li> <li>❖ Skipping with hoops relay</li> <li>❖ Playing games such as Uggaphu; Kgati and Ntino; etc</li> </ul>
<b>Group 3</b> 	<ul style="list-style-type: none"> <li>❖ Dribble ball between markers - competition with 2 teams</li> <li>❖ Kick ball between two markers from various positions</li> <li>❖ Kicking a ball from various positions into a basket</li> <li>❖ Kicking a ball to knock down vim-tins balancing on each other</li> <li>❖ Relay racing</li> <li>❖ Three legged race</li> <li>❖ Egg/potato and spoon race</li> <li>❖ Wheelbarrow racing in pairs</li> </ul>
<b>STRETCHING AND COOLING DOWN ACTIVITIES</b> 	<ul style="list-style-type: none"> <li>❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees, pulling toes up</li> <li>❖ As above, with legs apart and, then bend taking L hand to R toes, then R hand to L toes, do in rhythm</li> <li>❖ Stand and bend to touch your toes, keeping legs straight</li> <li>❖ Lift L foot up to back and hold with both hands Repeat with R</li> <li>❖ Lie on back and lift leg up, hold at knee and pull towards body, so as to loosen joints. Repeat with other leg</li> <li>❖ Kneel holding hands at back -and bend forward, lifting hands up to stretch shoulders</li> <li>❖ Breathe in stretching up as tall as a wall, breathe out flopping down like a limp rag doll</li> </ul>

## RHYTHMIC MOVEMENT: GRADE 1



Using  $\frac{3}{4}$  beat: The same dance can be done with variations as indicated below:

TERM 1	TERM 2	TERM 3	TERM 4
without apparatus	with scarves	with hoops	with ribbons

BARS	SEQUENCE	FLOOR PATTERN
BARS 1 -8	Make two lines with a partner.	
BARS 9-16	Waltz step Forwards, moving up and outwards to form 2 circles	
BARS 1-8	Bend and stretch knees, taking arms into and out of the circle (R,L,R,L) . Kneel on last bar.	
BARS 9-16	Sway arms overhead (R,L,R,L) Forward into circle and out to side (low) repeat	
BARS 9-16 with ribbons	Stand and waltz in circle, with one leading circle out to form a diagonal line. (With ribbons: Circle ribbon in figure of 8 to L,R,L,R of body as you waltz)	



## ZUMBA DANCING: GRADE 1







Use a rebound in the knees when doing all the above movement





Zumba dancing is great fun with a catchy Latin rhythm. Most of the activities cross the midline and also teach rhythm.

- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and close R to left with a clap. Repeat a few times.
- Repeat above, but jump when bringing feet together and clapping. Repeat a few times.
- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and kick R to left snapping fingers. Repeat to opposite side. Repeat a few times.
- Step sideways to L, taking arms to L, cross over step with the R foot, taking arms to R, and turning to L, step sideways to L and clap with a jump, bringing feet together.
- Crossing step, moving first to the R and then to the L.

## GYMNASTICS: GRADE 2

INTRODUCTION:	
<b>WARMING UP ACTIVITY</b> <b>(spatial orientation)</b>	<ul style="list-style-type: none"> <li>❖ Head rotation, from R, down to L and back again, 10 times</li> <li>❖ Shoulder rotation, backwards and forwards</li> <li>❖ Arm circling, forwards and backwards</li> <li>❖ Shaking and swinging arms (at sides) and legs to warm up muscles</li> <li>❖ Arms out to sides at shoulder height, swing across body, to L and R, while bending and stretching the knees</li> <li>❖ Windmill, taking L arm to R foot and R arm to L foot. Keep legs straight</li> <li>❖ Arms out to sides. Bend to L taking arms overhead to L, repeat to R. Repeat several times</li> <li>❖ Jumping Jack, taking arms and legs out and then legs together with arms down - (to warm up legs and arms)</li> <li>❖ Pupils own choice of activity and apparatus from selection (bean-bags, ropes, hoops, skittles, stocking balls, etc)</li> <li>❖ Reaction time drills at teacher's command ...run...hit the deck ....hop.... stop ...etc</li> <li>❖ In large circle. Run clockwise and then anti-clockwise, on command</li> <li>❖ Stretch and curl, making body as tall then as small as possible</li> </ul>
	
MOVEMENT EDUCATION	
<b>LOCOMOTOR MOVEMENTS/ SPATIAL ORIENTATION</b>	<ul style="list-style-type: none"> <li>❖ Fast walking forwards, on given signal, change to slow walking backwards on given signal</li> <li>❖ Walking in own direction, with bean-bag balanced on head, while</li> </ul>

	<p>weaving in-between each other. On given signal place bean-bag on floor and jump 2 onto 2 from side to side over it</p> <ul style="list-style-type: none"> <li>❖ Walking forwards with bean-bag placed on head. On given signal balance on one leg and then change to walking backwards</li> <li>❖ Free running in-between ropes, moving in own direction, watching out for others. On given signal skip with nearest rope</li> <li>❖ Free running forwards, backwards or sideways in-between ropes</li> <li>❖ On given signal sit cross-legged next to own rope</li> <li>❖ Dodging between skittles. On given signal jump forward and backward over skittle</li> <li>❖ Free running in-between hoops, on given signal pick up nearest hoop and circle around waist/ rotate around arm/ neck</li> <li>❖ Following direction: e.g. walk 6 steps forward, 10 steps backward and 3 steps to left. Stop. Walk sideways crossing legs. Hop 6 times on one leg...9 times on the other leg.</li> </ul>
<p><b>NON-LOCOMOTOR/ WEIGHT-BEARING OR BALANCE ACTIVITIES</b></p> 	<ul style="list-style-type: none"> <li>❖ Crouch (bunny) jump on the spot, keeping arms straight and lifting legs in tuck position</li> <li>❖ Shoulder balance over into one knee scale balance</li> <li>❖ Crouch jump from side to side over bean bag</li> <li>❖ Cartwheel over bean bag placed a distance apart from others to avoid bumping into each other</li> <li>❖ Seat Balance.... Shoulder balance</li> <li>❖ Bridge balance with 1 leg lift</li> <li>❖ Crouch jump from side to side, travelling along the length of rope</li> <li>❖ Crouch jump with <math>\frac{1}{4}</math> turn into and out of hoop, travelling around it</li> <li>❖ Cartwheel along the length of a rope (L &amp; R)</li> <li>❖ Wheelbarrow/horse and cart, with partner. Take turns</li> <li>❖ Handstand with partner support</li> <li>❖ Sitting &amp; face partner, feet touching &amp; holding hands. Pull &amp; push</li> </ul>
<p><b>BASIC JUMPS WITH CORRECT LANDINGS</b></p>  <p>Tuck Jump</p>	<ul style="list-style-type: none"> <li>❖ Jump 1 onto 1 while travelling along the length of a rope</li> <li>❖ Jump 1 onto 2 in and out while travelling around a hoop</li> <li>❖ Jump 2 onto 2 over bean bags placed a short distance apart</li> <li>❖ Jump 2 onto 1 from one bean bag to another</li> <li>❖ Star jump &amp; tuck jump on the spot</li> <li>❖ Star jump &amp; tuck jump over a bean bag</li> <li>❖ Arch jump over bean bag</li> <li>❖ Sheep jump over a beacon</li> <li>❖ Star jump and tuck jump off a chair</li> <li>❖ Sheep jump with <math>\frac{1}{2}</math> turn off a chair</li> <li>❖ Scissors jump from side to side while travelling along length of rope</li> <li>❖ Arch jump over rope ... turn arch jump back</li> <li>❖ Scissors jump from side to side over a beacon</li> </ul>
<p><b>APPLICATION (GROUP WORK)</b></p>	<p>Divide class into 4 groups. Spend 5 minutes at each group. Change in a clockwise direction. Teacher moves round the outside of each group, to keep an eye on all children at all times. Never have your back to any child.</p>
<p><b>UPWARD &amp; SUPPORTED JUMPS</b></p>	<ul style="list-style-type: none"> <li>❖ Tuck jump off a small chair... run and star jump over beacon .... jump 1 onto 2 from side to side and along length of rope</li> <li>❖ Star jump off small chair.... jump from side to side, 2 onto 2 along</li> </ul>




	<p>rope... arch jump over bean-bag</p> <ul style="list-style-type: none"> <li>❖ Arch jump off small chair....leap from one bean-bag to the next....hop 1 onto same over beacon</li> <li>❖ Sheep jump off small chair....scissors jump from side to side while travelling along length of rope....star jump over beacon</li> <li>❖ Arch jump off small chair.... jump 1 onto 1 along length of rope....scissors jump (left and right) over beacon</li> <li>❖ Straddle jump over a partner.... Run and leap from 1 bean bag to another</li> <li>❖ Crouch jump onto a chair... sheep jump off... jump 1 onto 2 into and out of a hoop balanced on two bricks</li> <li>❖ Scissors jump over two beacons placed apart....run and jump with ½ turn over bean bag</li> </ul>
<p><b>AGILITIES</b></p> 	<ul style="list-style-type: none"> <li>❖ Forward roll along a mat.... one knee scale balance ... stand and cartwheel along rope</li> <li>❖ Two backward rolls along a mat.... shoulder/ nape balance over into one knee scale.... 'little bird' balance</li> <li>❖ Handstand.... 2 forward rolls along mat... bridge balance</li> <li>❖ Cartwheel along a rope.... backward roll along a mat .... handstand with support</li> <li>❖ Handstand with support.... 2 forward rolls.... cartwheel over hoop</li> <li>❖ Backward roll along a mat... shoulder stand.... over into 1 knee scale... stand and ½ turn with a jump.... cartwheel along a rope</li> </ul>
<p><b>POSITIONING</b></p> 	<ul style="list-style-type: none"> <li>❖ Step onto low beam/bench....dip walk to end.... balance on one leg....star jump off</li> <li>❖ Step onto beam....walk on toes to centre.... go down into seat balance....duck walk to end....star jump off</li> <li>❖ Walk sideways along beam... ¼ turn... walk backwards to end... arabesque balance... tuck jump off backwards</li> <li>❖ Crouch jump onto bench....one knee scale walking along bench....arch jump off</li> <li>❖ Crouch jump onto bench...duck walk to centre...seat balance... walk on toes to end...tuck jump off</li> </ul>
<p><b>CLIMBING &amp; CRAWLING ACTIVITIES</b> (Spatial orientation)</p> 	<ul style="list-style-type: none"> <li>❖ Construct own obstacle course. Use jungle gym, table, chairs, big tires, box, etc. Encourage children move up, onto, along, down, through, etc</li> <li>❖ Climbing, hanging, swinging, weaving, balancing, etc along a jungle gym if available</li> <li>❖ Jump over a beacon...hop 1 onto 2 over and along a rope.... Crawl through a box.... Climb into and out of 2 types placed on top of each other....weave in-between bottles filled with sand (beacons/skittles)...jump onto and off a chair....roll along a mat....etc</li> <li>❖ Crawl through a box...step into and out of 2 tyres....run weaving from L to R in between beacons....attitude walk along a rope.... forward roll over a pillow... crawl under 3 chairs...climb onto a table.... Tuck jump off onto a cot mattress...balance walk along 4 few bricks paced apart... run and jump over a beacon</li> <li>❖ Obstacle course with bean-bag on head/ hand/ shoulder/ foot</li> </ul>

## STRETCHING & COOLING DOWN ACTIVITY





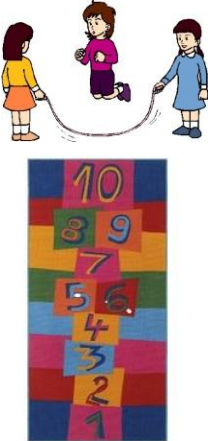


- ❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees
- ❖ Sit with legs apart and stretched in front of you. Reach forward to place head on floor in front of you, come up and then place on L knee, come up and place on R knee
- ❖ Stand and bend to touch your toes/ floor keeping legs straight
- ❖ Stretching sideways, to left and right
- ❖ Sit with feet together, knees bent and out to side. Try to push knees onto floor
- ❖ Lay on stomach...push up and bring feet to touch your head.
- ❖ Lie on side and stretching legs up to side, with straight legs, so as to loosen joints. Slow splitz
- ❖ Breathe in stretching up tall, breathe out flopping down like a limp rag doll

## GAMES LESSON: GRADE 2

INTRODUCTION	
<b>GAME</b> 	<ul style="list-style-type: none"> <li>❖ Chase my partner's shadow.</li> <li>❖ Catch my partner's tail</li> <li>❖ Cat &amp; Mouse, in circle formation</li> <li>❖ Keep the basket full</li> <li>❖ Follow the leader</li> <li>❖ K.I.N.G. spells king/ S.T.O.P./ musical hoops (chairs)</li> <li>❖ Wolf, wolf, what's the time?</li> <li>❖ Traditional Games (Upuca)</li> <li>❖ Reaction drills i.e. knee boxing.</li> <li>❖ In pairs, grab ball before you partner does.</li> <li>❖ Perception games: run and place markers on pre-determined places, using correct order.</li> <li>❖ In circle, throw ball clockwise. Change to anti-clockwise on signal.</li> </ul>
SKILLS DEVELOPMENT	
<b>HAND-EYE CO-ORDINATION</b>  	<ul style="list-style-type: none"> <li>❖ Throw ball in the air, clap X 1 and catch</li> <li>❖ Repeat above, but clap X2 and later X3, then catch</li> <li>❖ Bounce ball while marching on the spot</li> <li>❖ Throw ball into air, clap under leg and catch( Alternate: L &amp; R legs)</li> <li>❖ Throwing and catching with a partner. First large then small balls</li> <li>❖ Bouncing and catching a ball to left and right of your body</li> <li>❖ Roll ball, run ahead and pick it up. Repeat</li> <li>❖ Bounce, turn on spot and catch</li> <li>❖ Bat ball with palm of hand, keeping it in the air</li> <li>❖ Bat ball with tennis racket, keeping it in the air. Use both hands</li> <li>❖ Roll ball between two markers to partner, who must roll it back</li> <li>❖ Try to throw large ball into a mini-netball ring, from hoops placed at different positions on the ground</li> <li>❖ Bounce ball against a wall and catch</li> <li>❖ Bouncing a ball while weaving in-between markers</li> </ul>





<b>FOOT-EYE CO-ORDINATION</b> 	<ul style="list-style-type: none"> <li>❖ Kicking a ball and stopping with a partner. Use both feet</li> <li>❖ Dribbling a ball between markers. Use both feet</li> <li>❖ Kick ball to a partner, who must kick it back without stopping</li> <li>❖ One partner straddle standing: kick ball through legs, third partner stops it</li> </ul>
<b>RHYTHM/ BALANCE</b> 	<ul style="list-style-type: none"> <li>❖ Individual skipping forwards, 2 onto 2</li> <li>❖ Individual skipping backwards, 2 onto 2</li> <li>❖ Individual skipping forwards 1 onto same. First R then L leg</li> <li>❖ Individual skipping backwards, 1 onto 2</li> <li>❖ Skipping forwards 1 onto 1, changing feet</li> <li>❖ Skipping backwards 1 onto 1, changing feet</li> <li>❖ Hoola hoop on waist, knees, ankles, feet, neck, arm and hand</li> <li>❖ Bullet/bunch method of take-off for sprinting</li> <li>❖ High-jump and long jump, build up activities for Athletics: e.g. Determining take off leg and board, rhythm for run and jump; jumping over low obstacles to improve long jumping; increase height for high jump</li> </ul>
<b>APPLICATION</b>	
<b>Group 1</b> 	<ul style="list-style-type: none"> <li>❖ In threes, 2 sway rope from side to side, 3<sup>rd</sup> one jumps over until out. Take turns</li> <li>❖ As above but turning the rope</li> <li>❖ Wheel-barrow races/ horse &amp; cart, in pairs. Competition</li> <li>❖ Travelling along a jungle gym using over-grasp. Stop, turn and swing</li> <li>❖ Hop-scotch</li> <li>❖ Sprinting: Competition between 2 teams</li> <li>❖ Skipping relay</li> <li>❖ Indoor Hockey: rolled newspaper as bats and a soft ball</li> <li>❖ Two-legged race</li> <li>❖ Potato race</li> <li>❖ Long and high jump, build up activities</li> </ul>
<b>Group 2</b> 	<ul style="list-style-type: none"> <li>❖ Kick ball from given distance, between 2 posts. Team competition</li> <li>❖ Kick balls over a given distance to knock down skittles (vim tins) competition</li> <li>❖ Dribble the ball between 5 markers (in a row), pick it up and roll to next partner. 2 sets- competition</li> <li>❖ A rolls a ball to B, who runs and kicks it between 2 skittles to C who must catch it. Change places</li> <li>❖ Mini soccer, 5 per team, use markers as goals to kick between</li> </ul>
<b>Group 3</b> 	<ul style="list-style-type: none"> <li>❖ Bounce ball into a hoop, partner catches it and bounces back</li> <li>❖ As above, but partner must bat it back. Take turns to bat</li> <li>❖ Repeat above, using a tennisette bat</li> <li>❖ Interception in threes</li> <li>❖ Relay racing. Explain rules. Competition</li> <li>❖ Bean bag exchange. Competition between two groups</li> <li>❖ Mini cricket</li> <li>❖ Target throwing from various points into a basket</li> <li>❖ Competition between two teams. Scoring runs</li> <li>❖ Skittle balls. Take turns to knock them down. 3 tries each</li> </ul>



- ❖ Tug-o-war
- ❖ Hand soccer – Use benches as goals. Similar to soccer but can only use hands to strike opponents' bench. The ball must not be caught, but can be struck with the hands.

## COOLING DOWN ACTIVITIES



- ❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees, pulling toes up
- ❖ As above, with legs apart and, then bend taking L hand to R toes, then R hand to L toes, do in rhythm
- ❖ Stand and bend to touch your toes, keeping legs straight
- ❖ Lift foot up, knees straight and hold with both hands, then R
- ❖ Lie on back and lift leg up, hold at knee and pull towards body, so as to loosen joints. Repeat with other leg
- ❖ Kneel holding hands at back -and bend forward, lifting hands up to stretch shoulders
- ❖ Breathe in stretching up as tall as a wall, breathe out flopping down like a limp rag doll



## RHYTHMIC MOVEMENT: GRADE 2

TERM 1	TERM 2	TERM 3	TERM 4
without apparatus	with scarves	with hoops	with ribbons

BARS	SEQUENCE	FLOOR PATTERN
BARS 1 -8	Make two lines with a partner.	
BARS 9-16	Waltz step Forwards, moving up and outwards to form 2 circles, taking scarves (and arms) to L and R sides of body. (Crossing the midline)	
BARS 1-8	Bend and stretch knees, taking R arm and then L arm into and out of the circle (R,L,R,L) . Kneel on last bar.	
BARS 9-16	Sway arms overhead (R,L,R,L) Bend forward into circle, crossing arms overhead ( 2 counts) and straight out to side (2 counts) repeat. Stand on last count.	
BARS 1-16	Waltz step taking circles into 2 straight lines forming a V, making a figure of 8 with arms on either side of body.	
BARS 1-8	Facing forward, take arms in opposition, forward and backwards for 8 counts. Then rebound on spot, taking arms 2X to R and 2X to L for 8 count	
BARS 1-8	Waltz step to lead out for 8 counts.	

## RIBBON DANCE



BARS	SEQUENCE	FLOOR PATTERN
BARS 1 -16	Form 2 rows. Waltz forward making a figure of 8 with ribbons, on either side of your body, to form a straight line.	
BARS 1-16	While circling ribbon overhead, kneel on R knee for 2 counts and stand, feet together for 2 counts, repeat	
Bars 1-8	'Snake/ wave' ribbon in front of you while spinning on the spot. End with half facing R side wall and half facing L side wall.	
BARS 9-16	Waltz, making a figure of 8 with ribbon while moving to form a Circle	
BARS 1-8	Circle ribbon 2X with R hand and then 2X with left hand. Kneel on last bar	
BARS 9-16 with ribbons	Circle ribbon overhead, while kneeling upright for 2 counts and sitting back on heels for 2 counts.	
BARS 1-8	Stand and do skipping step for 8 counts going into a straight line. Teacher says who must lead the line formation, Arms make a figure of 8 with ribbons, from R to L of body as you skip.	
BARS 9-16	Take ribbon overhead, 2X to R and 2X to L.	

## ZUMBA DANCING: GRADE 2

Zumba dancing is great fun with a catchy Latin rhythm. Most of the activities cross the midline and also teach rhythm and co-ordination.



- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and close R to left with a clap. Repeat a few times.
- Repeat above, but jump when bringing feet together and clapping. Repeat a few times.
- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and kick R to left snapping fingers. Repeat to opposite side. Repeat a few times.
- Step sideways to L, taking arms to L, cross over step with the R foot, taking arms to R, and turning to L, step sideways to L and clap with a jump, bringing feet together.
- Crossing step, moving first to the R and then to the L.

Use a rebound in the knees when doing all the above movement.

## GYMNASTICS: GRADE 3

INTRODUCTION:	
<b>WARMING UP ACTIVITY (spatial orientation)</b>	<ul style="list-style-type: none"> <li>❖ Head rotation, from R, down to L and back again, 10 times</li> <li>❖ Shoulder rotation, backwards and forwards</li> <li>❖ Arm circling, forwards and backwards</li> <li>❖ Shaking and swinging arms (at sides) and legs to warm up muscles</li> <li>❖ Arms out to sides at shoulder height, swing across body, to L and R,</li> </ul>

	<ul style="list-style-type: none"> <li>while bending and stretching the knees</li> <li>❖ Windmill, taking L arm to R foot and R arm to L foot. Keep legs straight</li> <li>❖ Arms out to sides. Bend to L taking arms overhead to L, repeat to R. Repeat several times</li> <li>❖ Jumping Jack, taking arms and legs out and then legs together with arms down - (to warm up legs and arms)</li> <li>❖ Pupils own choice of activity and apparatus from selection (bean-bags, ropes, hoops, skittles, stocking balls, etc)</li> <li>❖ Reaction time drills at teacher's command: run/hit the deck/hop</li> <li>❖ In large circle. Run clockwise and then anti-clockwise, on command</li> </ul>
<b>MOVEMENT EDUCATION</b>	
<b>LOCOMOTOR MOVEMENTS/ SPATIAL ORIENTATION</b>  	<ul style="list-style-type: none"> <li>❖ Fast walking forwards, on given signal, change to slow walking backwards, then sideways on given signal</li> <li>❖ Walking forwards and then backwards on signal, with bean-bag balanced on head, while weaving in-between each other</li> <li>❖ Walking forwards with bean-bag placed on head. On given signal balance on one leg and then change to walking backwards</li> <li>❖ Free running in-between ropes, moving in own direction, watching out for others. On given signal skip with nearest rope</li> <li>❖ Free running forwards, backwards or sideways in-between ropes, with bean-bag on head. On given signal sit cross-legged next to rope</li> <li>❖ Dodging between skittles. On given signal jump forward and backward over skittle</li> <li>❖ Free running in-between hoops, on given signal pick up nearest hoop and circle around waist/ rotating around arm or neck</li> <li>❖ Slipping steps in-between hoops, on given signal sit in nearest hoop, teacher removes one each time. Child without hoop is out and must sit in area pointed out by teacher</li> </ul>
<b>NON-LOCOMOTOR/ WEIGHT-BEARING OR BALANCE ACTIVITIES</b>  	<ul style="list-style-type: none"> <li>❖ Crouch (bunny) jump on the spot, keeping arms straight and lifting legs in tuck position</li> <li>❖ Shoulder balance with leg circling</li> <li>❖ Crouch jump from side to side over bean bag</li> <li>❖ Cartwheel over bean bag placed a distance apart from others to avoid bumping into each other</li> <li>❖ Seat Balance.... Shoulder balance</li> <li>❖ Bridge balance with 1 leg lift</li> <li>❖ Crouch jump from side to side ... travelling along the length of rope</li> <li>❖ Crouch jump with 1/4 turn into and out of... travelling around a hoop</li> <li>❖ Cartwheel along the length of a rope (L &amp; R)</li> <li>❖ Wheelbarrow with partner, between markers. Take turns</li> <li>❖ Handstand with partner support</li> <li>❖ Lie on back with beanbag between feet, lift legs and drop it behind head. Repeat action, but pick up bean bag with feet</li> </ul>
<b>BASIC JUMPS WITH CORRECT LANDINGS</b>	<ul style="list-style-type: none"> <li>❖ Hop (Jump 1 onto 1) while travelling along the length of a rope, 1/2 turn with a tuck jump and repeat</li> <li>❖ Jump 1 onto 2 in and out while travelling around a hoop</li> <li>❖ Jump 2 onto 2 over bean bags placed a short distance apart</li> </ul>





Tuck Jump

- ❖ Jump 2 onto 1 from one bean bag to another
- ❖ Star jump & tuck jump on the spot
- ❖ Star jump & tuck jump over a bean bag
- ❖ Arch jump over bean bag
- ❖ Sheep jump over a beacon
- ❖ Star jump and tuck jump off a chair
- ❖ Sheep jump with ½ turn off a chair
- ❖ Scissors jump from side to side while travelling along length of rope
- ❖ Arch jump over rope ... turn arch jump back
- ❖ Scissors jump from side to side over a beacon
- ❖ Run and leap along the length of a rope

#### APPLICATION (GROUP WORK)

Divide class into 4 groups. Spend 5 minutes at each group. Change in a clockwise direction. Teacher moves round the outside of each group, to keep an eye on all children at all times. Never have your back to any child.

#### UPWARD & SUPPORTED JUMP



- ❖ Crouch jump onto small chair...Tuck jump off ... run and star jump 2 onto 2 over beacon .... jump 1 onto 2 from side to side and along length of rope
- ❖ Crouch jump onto small chair ...star jump off .... jump from side to side, 2 onto 2 along rope... arch jump over bean-bag
- ❖ Crouch jump onto small chair... sheep jump off with ½ turn.. ....½ turn again and leap from one bean-bag to the next....hop 1 onto same over beacon
- ❖ Straddle jump over a partner....scissors jump from side to side while travelling along length of rope....star jump over beacon
- ❖ Crouch jump onto small chair ...arch jump off .... jump 1 onto 1 along length of rope....scissors jump (left and right) over beacon
- ❖ Straddle jump over a partner.... Run and leap from 1 bean bag to another... hop around a hoop
- ❖ Crouch jump onto a chair... sheep jump off... jump 1 onto 2 into and out of a hoop balanced on two bricks
- ❖ Scissors jump L & R over two beacons placed apart....run and jump with ½ turn over bean bag
- ❖ Scissors jump L & R over two beacons placed apart...hop to vim tins and star jump over.... Straddle jump over a partner

#### AGILITIES






- ❖ Forward roll along a mat.... one knee scale balance ... stand and cartwheel along rope... crouch jump from side to side over bean bag
- ❖ Two backward rolls along a mat.... shoulder/ nape balance over into one knee scale.... 'little bird' balance
- ❖ Handstand.... 2 forward rolls along mat... bridge balance/ one leg lift
- ❖ Cartwheel along a rope.... backward roll along a mat .... Shoulder stand over into one knee scale
- ❖ Handstand with support.... 2 forward rolls.... cartwheel over hoop



#### POSITIONING












- ❖ Step onto low beam/bench....dip walk to end.... balance on one leg....star jump off
- ❖ Step onto beam in attitude.... Balance walk on toes to centre .... go down into seat balance....duck walk to end....star jump off
- ❖ Jump 1 onto 2 onto bench...walk sideways along beam... ¼ turn... walk backwards to end... arabesque balance... tuck jump off with ½

	<p>turn</p> <ul style="list-style-type: none"> <li>❖ Crouch jump onto bench....one knee scale walking along bench.... Seat balance .... Stand and arch jump off</li> <li>❖ Crouch jump onto bench...duck walk to centre...seat balance... walk on toes to end...sheep jump off</li> </ul>
<p><b>CLIMBING &amp; CRAWLING ACTIVITIES</b> (Spatial orientation)</p> 	<ul style="list-style-type: none"> <li>❖ Construct own obstacle course. Use jungle gym, table, chairs, big tires, box, etc. Encourage children move up, onto, along, down, through, etc</li> <li>❖ Climbing, hanging, swinging, weaving, balancing, etc along a jungle gym if available</li> <li>❖ Jump over a beacon...hop 1 onto 2 over and along a rope.... Crawl through a box.... Climb into and out of 2 types placed on top of each other....weave in-between bottles filled with sand (beacons/skittles)...jump onto and off a chair....roll along a mat....</li> <li>❖ Crawl through a box...step into and out of 2 tyres....run weaving from L to R in-between beacons....attitude walk along a rope... forward roll over a pillow... crawl under 3 chairs...climb onto a table.... Tuck jump off onto a cot mattress...balance walk along 4 few bricks paced apart... run and jump over a beacon</li> <li>❖ Obstacle course with bean-bag on head/ hand/ shoulder/ foot</li> </ul>
<p><b>STRETCHING &amp; COOLING DOWN ACTIVITY</b></p> 	<ul style="list-style-type: none"> <li>❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees</li> <li>❖ Sit with legs apart and stretched in front of you. Reach forward to place head on floor in front of you, come up and then place on L knee, come up and place on R knee</li> <li>❖ Stand and bend to touch your toes, keeping legs straight</li> <li>❖ Stretching sideways, to left and right</li> <li>❖ Sit with feet together, knees bent and out to side. Try to push knees down onto floor</li> <li>❖ Lay on stomach....push up and bring feet to touch your head</li> <li>❖ Splitz and stretching legs up to side so as to loosen joints</li> <li>❖ Breathe in stretching up tall, breathe out flopping down like a limp rag doll</li> </ul>

## GAMES LESSON: GRADE 3

INTRODUCTION		
<p><b>GAME</b></p> 	<ul style="list-style-type: none"> <li>❖ Chase my partner's shadow</li> <li>❖ Catch my partner's tail</li> <li>❖ Cat &amp; Mouse, in circle formation</li> <li>❖ Keep the basket full</li> <li>❖ K.I.N.G. spells king</li> <li>❖ Wolf, wolf, what's the time?</li> <li>❖ Traditional Games that children know, at discretion of the teacher, as long as it serves as a fun warm-up of muscles</li> <li>❖ Reaction drills i.e. knee boxing</li> <li>❖ In pairs, grab ball before you partner does</li> </ul>	

	<ul style="list-style-type: none"> <li>❖ Perception games: run and place markers on predetermined places, using correct order</li> <li>❖ In circle, throw ball clockwise. Change to anti-clockwise on signal</li> </ul>
<b>SKILLS DEVELOPMENT</b>	
<b>1. HAND-EYE CO-ORDINATION</b>  	<ul style="list-style-type: none"> <li>❖ Throw ball in the air, clap X 2 and catch</li> <li>❖ Repeat above, but clap X3 and later at back, then catch</li> <li>❖ Bounce ball while hopping on the spot, with both R and L hands</li> <li>❖ Throw ball into air, clap under leg and catch( Alternate: L &amp; R legs)</li> <li>❖ Throw ball into air, clap forward and back and catch</li> <li>❖ Throwing and catching with a partner. Use large and later small balls</li> <li>❖ Bouncing and catching a ball to left and right of your body</li> <li>❖ Roll ball, run ahead and pick it up. Repeat</li> <li>❖ Bounce, turn on spot and catch while running</li> <li>❖ Bat ball with palm of hand, keeping it in the air</li> <li>❖ Bat ball with palm of hand, keeping it in the air: walking or running</li> <li>❖ Bat ball with tennisette ball, keeping it in the air. Use both hands</li> <li>❖ Roll ball backwards between two markers to partner, who must pick it up and roll back</li> <li>❖ Try to throw large ball into a mini-netball ring, from hoops placed at different positions on the ground</li> <li>❖ Bounce ball against a wall, then floor and catch</li> <li>❖ Bouncing a ball while weaving in-between markers</li> </ul>
<b>2. FOOT-EYE CO-ORDINATION</b> 	<ul style="list-style-type: none"> <li>❖ Kicking a ball and stopping with a partner. Use both feet</li> <li>❖ Dribbling a ball between markers. Use both feet</li> <li>❖ Kick ball to a partner, who must kick it back without stopping</li> <li>❖ One partner straddle standing: kick ball through legs</li> <li>❖ Kick ball against a wall and partner must catch</li> </ul>
<b>3. RHYTHM/ BALANCE</b> 	<ul style="list-style-type: none"> <li>❖ Individual skipping forwards, 2 onto 2.</li> <li>❖ Individual skipping backwards, 2 onto 2</li> <li>❖ Individual skipping forwards 1 onto same. First R then L leg</li> <li>❖ Individual skipping backwards, 1 onto 2</li> <li>❖ Skipping forwards 1 onto1, changing feet</li> <li>❖ Skipping backwards 1 onto 1, changing feet</li> <li>❖ Hoola hoop on waist, knees, ankles, feet, neck, arm and hand</li> <li>❖ Bullet/bunch method of take-off for sprinting</li> <li>❖ High-jump and long jump, build up activities for Athletics: e.g. Determining take off leg/board, rhythm for run and jump; jumping over low obstacles to improve long jumping; and high jump</li> </ul>
<b>APPLICATION</b>	
<b>Group 1</b>  	<ul style="list-style-type: none"> <li>❖ In threes, 2 sway rope from side to side, 3<sup>rd</sup> one jumps over until out. Take turns</li> <li>❖ As above but turning the rope</li> <li>❖ 3 legged race in pairs. Have a competition</li> <li>❖ Tug-o-war</li> <li>❖ Wheel-barrow races/ horse &amp; cart, in pairs. Competition</li> <li>❖ Travelling along a jungle gym using over-grasp. Stop, turn and swing</li> <li>❖ Hop-scotch</li> <li>❖ Sprinting</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Skipping relay</li> <li>❖ Potato/egg and spoon race</li> </ul>
<b>Group 2</b> 	<ul style="list-style-type: none"> <li>❖ Dribble the ball between 5 markers (in a row), pick it up and roll to next partner. 2 sets- competition</li> <li>❖ A rolls a ball to B, who runs and kicks it between 2 skittles to C who must catch it. Change places</li> <li>❖ Kick ball from various distances into a basket</li> <li>❖ Kick ball from various distances between markers</li> <li>❖ Skittle balls</li> <li>❖ Bean bag exchange. Competition between two groups</li> <li>❖ Target throwing</li> <li>❖ Competition between two teams. Scoring runs</li> </ul>
<b>Group 3</b> 	<ul style="list-style-type: none"> <li>❖ Throw bean-bag from given distance, to knock down vim-tins</li> <li>❖ Roll balls over a given distance to knock down skittles/vim tins competition</li> <li>❖ In twos bounce ball into centre of a hoop, partner must catch it and bounce back.</li> <li>❖ As above, but partner must bat it back. Take turns to bat, with palm</li> <li>❖ Repeat above, using a tennisette bat</li> <li>❖ Interception in threes.</li> <li>❖ Relay racing. Explain rules. Competition</li> <li>❖ Hand soccer</li> </ul>
<b>COOLING DOWN ACTIVITIES</b> 	<ul style="list-style-type: none"> <li>❖ Sit with legs stretched in front of you. Reach forward to touch toes and place head on knees, pulling toes up</li> <li>❖ As above, with legs apart and, then bend taking L hand to R toes, then R hand to L toes, do in rhythm</li> <li>❖ Stand and bend to touch your toes, keeping legs straight</li> <li>❖ Lift L foot up, knees together and hold with both hands Repeat with R</li> <li>❖ Lie on back and lift leg up, hold at knee and pull towards body, so as to loosen joints. Repeat with other leg</li> <li>❖ Kneel holding hands at back -and bend forward, lifting hands up to stretch shoulders</li> </ul> <p>Breathe in stretching up as tall as a wall, breathe out flopping down like a limp rag doll</p>

## RHYTHMIC MOVEMENT: GRADE 3

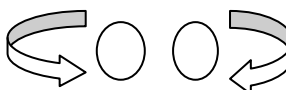
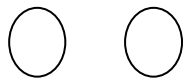
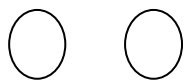

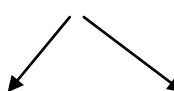
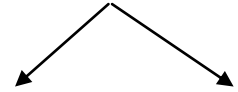


TERM 1	TERM 2	TERM 3	TERM 4
without apparatus	with scarves	with hoops	with ribbons

Dances choreographed bellow, can be done without apparatus, with scarves, or with hoops. A separate ribbon dance is given

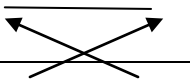

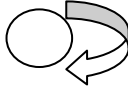



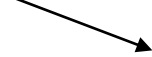
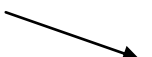
BARS	SEQUENCE	FLOOR PATTERN
BARS 1 -8	Make two lines with a partner.	



BARS 9-16	Waltz step Forwards, moving up and outwards to form 2 circles, taking scarves (and arms) to L and R sides of body. (Crossing the midline)	
BARS 1-8	Bend and stretch knees, taking R arm and then L arm into and out of the circle (R,L,R,L) . Kneel on last bar.	
BARS 9-16	Sway arms overhead (R,L,R,L) Bend forward into circle, crossing arms overhead ( 2 counts) and straight out to side (2 counts) repeat. Stand on last count.	
BARS 1-16	Waltz step taking circles into 2 straight lines forming a V, making a figure of 8 with arms on either side of body.	
BARS 1-8	Facing forward, take arms in opposition, forward and backwards for 8 counts. Then rebound on spot, taking arms 2X to R and 2X to L for 8 counts.	
BARS 1-8	Waltz step to lead out for 8 counts.	

## RIBBON DANCE



BARS	SEQUENCE	FLOOR PATTERN
BARS 1 -16	Form 2 rows. Waltz forward making a figure of 8 with ribbons, on either side of your body, to form a straight line.	
BARS 1-16	While circling ribbon overhead, kneel on R knee for 2 counts and stand, feet together for 2 counts, repeat	
Bars 1-8	'Snake/ wave' ribbon in front of you while spinning on the spot. End with half facing R side wall and half facing L side wall.	
BARS 9-16	Waltz, making a figure of 8 with ribbon while moving to form a Circle	
BARS 1-8	Circle ribbon 2X with R hand and then 2X with left hand. Kneel on last bar	
BARS 9-16 with ribbons	Circle ribbon overhead, while kneeling upright for 2 counts and sitting back on heels for 2 counts.	
BARS 1-8	Stand and do skipping step for 8 counts going into a straight line. Teacher says who must lead the line formation, Arms make a figure of 8 with ribbons, from R to L of body as you skip.	
BARS 9-16	Take ribbon overhead, 2X to R and 2X to L.	

## ZUMBA DANCING: GRADE 3





## ZUMBA MOVEMENTS




**Zumba dancing is great fun with a catchy Latin rhythm. Most of the activities cross the midline and also teach rhythm.**

Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and close R to left with a clap. Repeat a few times.

- Repeat above, but jump when bringing feet together and clapping. Repeat a few times.
- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and kick R to left snapping fingers. Repeat to opposite side. Repeat a few times.
- Step sideways to L, taking arms to L, cross over step with the R foot, taking arms to R, and turning to L, step sideways to L and clap with a jump, bringing feet together.
- Crossing step, moving first to the R and then to the L.
- Take R leg forward and then backwards, taking arms across body, step together step to R, with a jump and clap.

**Use a rebound in the knees when doing all the above movement.**

## ACTION SKIPPING POEMS FOR ALL GRADES

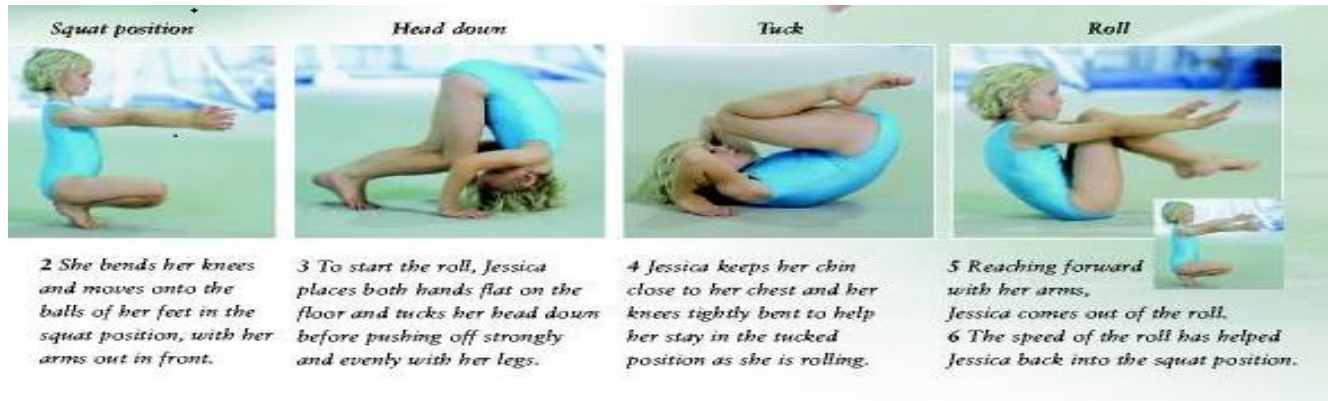
ACTION POEMS	FOR SKIPPING	
	<p><b>TEDDY BEAR</b>            Teddy bear, teddy bear            Turn around            Teddy bear, teddy bear            Touch the ground            Teddy bear, teddy bear            Climb the stairs            Teddy bear, teddy bear            Say your prayers.              Teddy bear, teddy bear            Turn off the light            Teddy bear, teddy bear            Say good night!!</p>	<p><b>Two pupils swing the rope from side to over without touching rope:</b>            I'll touch my hair, my lips, my eyes            I'll bend down low and then I'll rise            I'll touch my ear, my nose, my chin,            Then quietly I'll skip out again.              I'm a little boy/girl dressed in blue            These are the things that I must do:            Salute to the king and            Bow to the queen            Cross the road when the robot turns            greed!</p>
	<p><b>Two pupils swing the rope from side to side while the 3<sup>rd</sup> one jumps over without touching the rope:</b>            Pat a cake, pat a cake, baker's man            Bake me a cake as fast as you can.            Pat it and prick it and mark it with 'b'            And put it in the oven for baby and me.            Skipping can be on onto the other,            one onto two or two onto two.</p>	<p><b>Counting while jumping over the rope, or skipping forwards.</b>            Point to the ceiling            Point to the floor            Point to the window            Point to the door            Point to the table            Point to the chair            Point to my teacher standing there!</p> 

# TECHNIQUES FOR TEACHING GYMNASTICS TO CHILDREN:

## 1. Teaching the forward roll:



Crouch, place hands shoulder with apart on ground, tuck head and push off feet. Roll onto shoulders and then onto back. Tuck legs in and land on feet.



## 2. Teaching a backward roll:

From standing, go into crouch. Tuck head with hands on shoulders, palms up. Roll over onto back, taking feet overhead and land on feet, back in crouch position.



**SAFETY PRECAUTIONS: FORWARD ROLL:** Ensure that the head is tucked in throughout. Support is given at the back of the head and the upper thigh.



Rocking from feet onto back and back onto feet

**BACKWARD ROLL:** Teach the rocking balance first. Go into crouch position. Ensure the head is tucked in throughout. Place hands, palms flat, just above the shoulders. Go down onto buttock and then roll along spine, using hands to push the body over. Tuck legs in and land on feet.

### Teaching a Crouch Jump:



Crouch, place hands shoulder width apart with straight arms. Jump off both feet, keeping them together, lifting the body into the air with knees bent and feet close to buttock. Land with both feet on the ground together

**SAFETY PRECAUTION:** Elbows must be kept straight throughout so as to support the body.

### 3. Teaching a handstand:



Stretch hands upwards with one foot pointed. Step forward and place hands on the ground. Kick one leg and then the other up into the air, balancing it overhead.

**SAFETY PRECAUTIONS:** When doing it against the wall, take care **not to** let the children **stand too close** as they could **knock their heads** against the wall. When doing it on a mat, the teacher stands on side and stretches hand to support at knees or ankles. The child must **keep elbows straight** so as not to fall onto head. Learners should also keep their legs straight. **Only teach once they have mastered the crouch jump!!!**

### 4. Teaching the bridge stand:

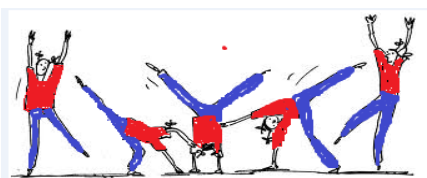


Lie on back with feet close to buttock and hands under the shoulder, fingers towards feet and elbows forward. Push up keep head back so as to look at ground. Teacher supports by placing hands at lower back and assisting to lift the child. Child must not lift head or hips will drop and she will experience difficulty in balancing.

**SAFETY PRECAUTIONS:** Ensure arms are under shoulders and feet close to the hips. Keep arms straight to ensure that learner does not land on head. Head must be pushed back and in picture 2 above. Teacher supports in the lower back.

### 5. Teaching the Cartwheel:

Lift arms and R/L leg into the air, step onto R/L leg and place R/L then L/R onto the ground one after the other, taking legs overhead, feet apart, and land L/R then R/L on the ground. Travel in a straight line, bringing feet together and take arms down.





**SAFETY PRECAUTIONS:** Do not teach until they have mastered the crouch and mini-cartwheel, which ensures they are able to keep their arms straight and do the rotation as they transfer their weight from one body part to the other. If they cannot, they could fall and injure their head or arm.

## 6. Teaching the Preparation for the Head stand:



Place hands shoulder width apart, hands flat and place head in front in a triangular formation. Lift hips and stretch legs and walk until body is upright. Place one and then the other leg on the elbows.

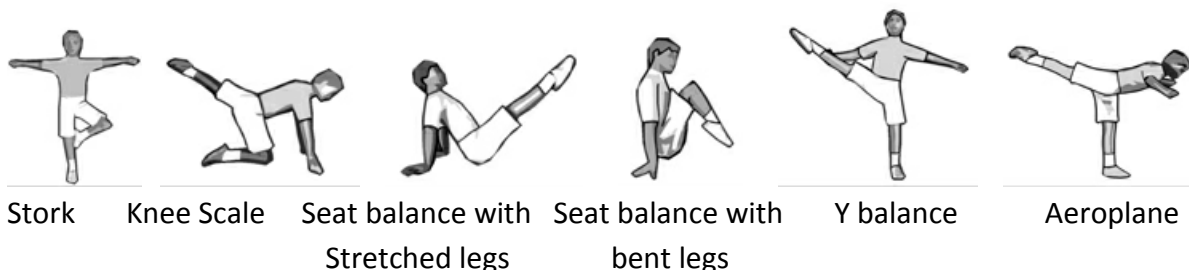
**SAFETY PRECAUTIONS:** Press on palms of hand and keep elbows in, under the shoulders. Later, lift the legs off and keep against chest until able to balance.

## 7. Teaching the Head stand:

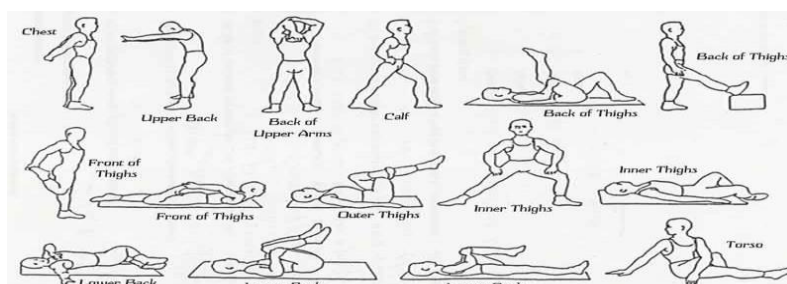


Place hands shoulder-width apart, hands flat and with in-front forming a triangle. Stretch legs and walk until back is upright and weight off the feet. Lift off ground and balance on head and hand. The teacher supports from the side on the hips and legs. Gently lower feet to the ground. Great care should be taken to prevent injury!!

## 8. Various Balances:



Arabesque



## 9. Various Jumps:



Tuck Jump



Star Jump



Sheep jump



Arch jump



Scissors Jump

## SWIMMING (ALL GRADES)

**N.B.: SAFETY PRECAUTION:** Swimming is only to be taught by a teacher who is a qualified life-saver, or a life saver must be present at all times during the lesson!!!!

The pool should have a rope to divide deep and shallow and at NO time should the Foundation Phase children be allowed in the deep end!!!! It is usually taught during SUMMER.



Swimming starts with getting the children to lose their fear of water:

- Getting face wet.
- Blowing bubbles in the water.
- Walking across the shallow end.
- Races across shallow side of pool.
- Water games: 'Ring-a-ring-a-Rosie'
- Holding rail and practice kicking feet.
- Floating in the water on back (buoyancy), sculling with hands. Add feet later.
- Doggy crawl across shallow end.
- Gliding, kicking and paddling
- Holding rail – practice slow breathing out in water, blowing bubbles, turn head sideways to get breathe.
- Playing games in the water
- Front crawl is taught last, when children know how to breathe in the water, taking arms overhead and turning head from side to side, across shallow end of pool.



### SAFETY PRECAUTIONS:

- No shouting, running or horse-play around the pool area.
- Have a long pole, rope and first-aid kit handy.
- Ensure that pupils react immediately to a whistle signal to clear the pool.
- No food, sweets, chewing gum or cool drinks around the pool.

## EXAMPLE OF A GYMNASTICS LESSON PLAN: GRADE 3



A lesson is about 30 minutes. Try to take 3 minutes to change beforehand and 3 minutes after the lesson.

<b>INTRODUCTION: 2 min</b>	
<b>WARMING UP ACTIVITY (spatial orientation)</b>	<ul style="list-style-type: none"> <li>❖ Head rotation, from R, down to L and back again, 10 times</li> <li>❖ Shoulder rotation, backwards and forwards.</li> <li>❖ Arm circling, forwards and backwards</li> <li>❖ Jumping Jack, taking arms and legs out and then legs together with arms down - (to warm up legs and arms)</li> </ul>
<b>MOVEMENT EDUCATION: 6 min</b>	
<b>LOCOMOTOR MOVEMENTS/ SPATIAL ORIENTATION</b>	<ul style="list-style-type: none"> <li>❖ Free running forwards, backwards or sideways in-between ropes, with bean-bag on head. On given signal sit cross-legged next to own rope.</li> </ul>
<b>NON-LOCOMOTOR/ WEIGHT-BEARING OR BALANCE ACTIVITIES</b>	<ul style="list-style-type: none"> <li>❖ Crouch jump from side to side while travelling along the length of rope, keeping arms straight and lifting legs in tuck position</li> </ul>
<b>BASIC JUMPS WITH CORRECT LANDINGS</b>	<ul style="list-style-type: none"> <li>❖ Hop (Jump 1 onto 1) while travelling along the length of a rope, ½ turn with a tuck jump and repeat.</li> </ul>
<b>APPLICATION (GROUP WORK) 16 minutes</b>	Divide class into 4 groups. Spend 5 minutes at each group. Change in a clockwise direction. Teacher moves round the outside of each group, to keep an eye on all children at all times. Never have your back to any child.
<b>UPWARD &amp; SUPPORTED JUMP</b>	<ul style="list-style-type: none"> <li>❖ Crouch jump onto small chair...Tuck jump off ... run and star jump 2 onto 2 over beacon .... jump 1 onto 2 from side to side and along length of rope</li> </ul>
<b>AGILITIES</b>	<ul style="list-style-type: none"> <li>❖ Forward roll along a mat.... one knee scale balance ... stand and cartwheel along rope... crouch jump from side to side over a bean bag</li> </ul>
<b>POSITIONING</b>	<ul style="list-style-type: none"> <li>❖ Crouch jump onto bench...balance walk to centre... go into seat balance... walk on toes to end...sheep jump off with ½ turn.</li> </ul>
<b>CLIMBING &amp; CRAWLING ACTIVITIES (Spatial orientation)</b>	<ul style="list-style-type: none"> <li>❖ Crawl through a box...step into and out of 2 tyres....run weaving from L to R in-between beacons....attitude walk along a rope.... forward roll over a pillow... crawl under 3 chairs...climb onto a table.... Tuck jump off onto a cot mattress...balance walk along 4 few bricks paced apart... run and jump over a beacon</li> </ul>
<b>STRETCHING &amp; COOLING DOWN ACTIVITY</b>	<ul style="list-style-type: none"> <li>❖ Stand and bend to touch your toes, keeping legs straight.</li> <li>❖ Stretching sideways, to left and right.</li> <li>❖ Breathe in stretching up tall, breathe out flopping down like a limp rag doll.</li> </ul>



## EXAMPLE OF A GAMES LESSON PLAN: GRADE 3






A lesson is about 30 minutes. Try to take 3 minutes to change beforehand and 3 minutes after the lesson.

INTRODUCTION	
<b>GAME</b>	<ul style="list-style-type: none"> <li>❖ Chase my partner's shadow. Try to tramp partner's shadow. When successful, partner then chases your shadow.</li> </ul>
SKILLS DEVELOPMENT	
<b>1. HAND-EYE CO-ORDINATION</b>	<ul style="list-style-type: none"> <li>❖ Bounce ball with both alternate in a hoop, non-stop until signal.</li> </ul>
<b>2. FOOT-EYE CO-ORDINATION</b>	<ul style="list-style-type: none"> <li>❖ Dribbling a ball between markers. Use both feet.</li> </ul>
<b>3. RHYTHM/BALANCE</b>	<ul style="list-style-type: none"> <li>❖ Individual skipping backwards, 2 onto 2</li> <li>❖ Individual skipping backwards, 1 onto 2</li> </ul>
APPLICATION	
<b>Group 1</b>	<ul style="list-style-type: none"> <li>❖ In threes, 2 sway rope from side to side, 3<sup>rd</sup> one jumps over until out. Take turns.</li> </ul>
<b>Group 2</b>	<ul style="list-style-type: none"> <li>❖ Dribble the ball between 5 markers (in a row), pick it up and roll to next partner. 2 sets- competition</li> </ul>
<b>Group 3</b>	<ul style="list-style-type: none"> <li>❖ Relay racing. Explain rules. Competition</li> </ul>
<b>COOLING DOWN</b>	<ul style="list-style-type: none"> <li>❖ Stand legs apart. Swing both arms across body to L and R. Stand feet together and lift R leg behind holding foot. Repeat with left. Breathe in and stretch up tall. Breathe out and flop like a limp rag doll.</li> </ul>





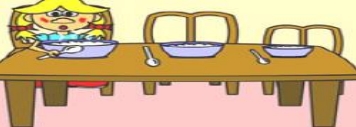

The Drama lesson is done after Language Lesson, where the story is read, discussed and spelling, phonics, language usage, etc, had been done, based on the theme.



## EXAMPLE OF A DRAMA LESSON

<b>THEME</b>		<b>GOLDILOCKS &amp; THE THREE BEARS</b>
<b>PROPS</b>		Masks, 3 bowls and spoons, 3 chairs, 3 cot mattresses for beds, cereal box, etc 
<b>WARMING UP</b>		Isolation of body parts: swinging arms and swaying body. Curl up in a small ball and stretch and grow till tall as a wall.



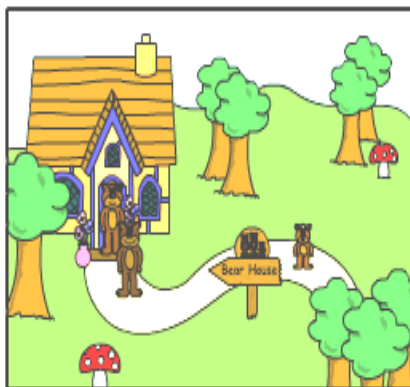
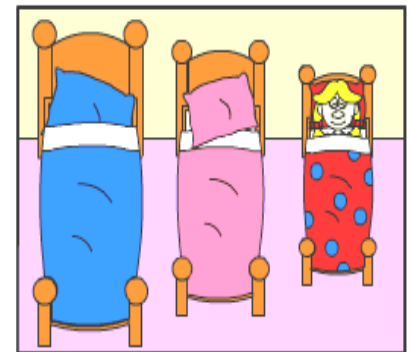
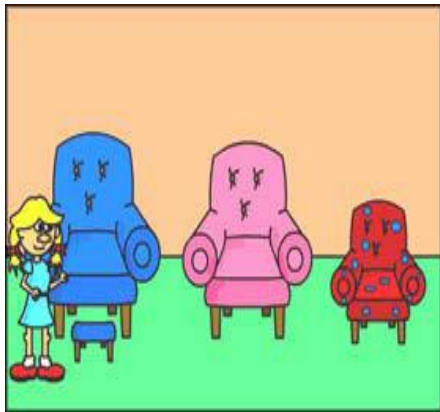
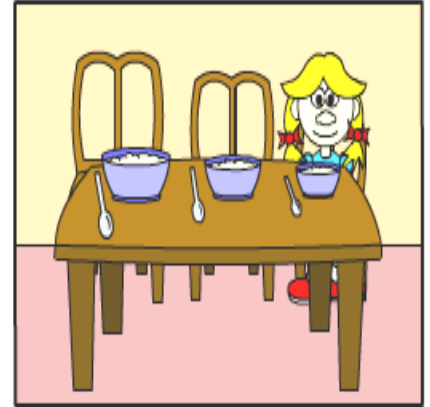
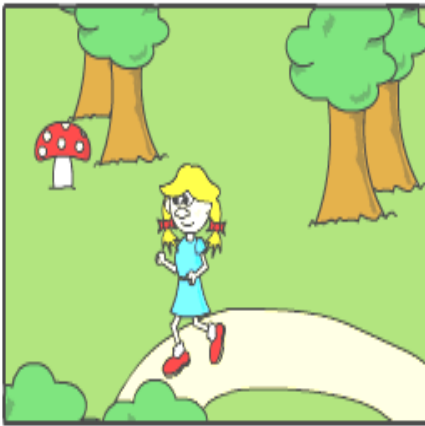
<b>LOCOMOTOR</b> 	Skip freely around the forest. Walk quietly as you approach the cottage, bending to peep in a low window and stretching to look into a high window
<b>NON LOCOMOTOR</b> 	Eating the porridge from the tree bowls, focusing on facial expression, bending to sit on the chairs and fall as small chair breaks, then lying on the three beds, showing facial and body expression.
<b>BACKGROUND</b> 	Teacher re-tells them the story, using gestures and explains what is expected from each character. She then chooses children to play the various roles. Can have several groups, so everyone gets a chance to participate.
<b>APPLICATION</b> 	Teacher gives each group an area in which to work. She reads/tells the story as they act it out. She gives guidance and support where necessary. <b>Goldilocks and the Three Bears character finger puppets</b> The finger puppets can be used in groups of four. Each pupil has a character finger puppet. The pupils 'role play' the story using the finger puppets. They perform the play to the rest of the class. <b>Extensions</b> <ul style="list-style-type: none"> <li>Hot seating – telling the story from a character's point of view.</li> </ul>
	Each group looks at and discusses the props and how they will use it. Each group acts out the story, while others watch. Use the props provided by the teacher.
	Others watch and comment on what they enjoyed and where improvement is needed.
<b>ASSESSMENT</b>	Teacher can assess learners as they are acting their various roles.
<b>COOLING DOWN</b>	Stretching slowly in different directions with slow and soothing music playing in the background.

## FINGER PUPPETS



## STORY SEQUENCE

Show learners the cards in sequence, letting them re-tell the story from looking at cards.



After re-telling, they then act it out, while the teacher reads or tells the story.

# Masks



**Use masks, props, etc to make the acting out more interesting for the learners. A mask also assists a shy child, who finds it easier to act behind a mask!**

## VISUAL ART: AN EXAMPLE OF A LESSON PLAN ON COLOUR MOOD

Colours can express mood and feeling just like music.

<b>Topic :</b> Colour Moods	<b>Grade:</b> 2	<b>Art Discipline:</b> Visual Arts	<b>Time Frame:</b> 45 minutes
<b>Lesson Overview:</b> Students create quick abstract drawings, using colour, line, and shape, to convey the moods of different selections of instrumental music.			

**Arts Benchmark:** How the Arts Communicate – Use colour to convey mood in works of art.

**Key Arts Vocabulary:** line, shape, colour, warm, cool, intensity, abstract, media

**Classroom Set Up:** Learners gathered in circle and regular classroom seating.

**Materials & Equipment needed:**

CD player

3 Selections of instrumental music pieces that have different moods.

Each student needs:

Pencils, crayons, oil pastels, or coloured pencils

6 x 9 drawing paper (3 per student)

Abstract and representational art prints that convey different moods through the element of colour

Suggested representational art prints:

“Blue”, somber mood

“Rosie”, happy mood

**Prior to this lesson, students need to know the art** elements such as line, shape and colour.

**Teaching Tips:**

Each music selection should convey different moods.

Prior to the lesson, you may want to review how different lines convey different moods

Depending on art prints used, teacher may wish to explain or review the difference between abstract and representational art.

# Min ute s	Procedure	Cre ate	Per for m	Resp ond
10	(Teacher note: Gather students around the art prints.)			
	<p>What kinds of moods or emotions do we experience? (happy, sad, angry, frightened, lonely, energetic, etc.) Artists use colour, line and shapes to convey emotion or mood in their work.</p> <p>What colours, lines, and shapes do you see in these art prints? Do these elements make you feel a certain way? What mood is being communicated? How does the artist use color, line or shape to convey this mood? (Teacher note: Share background information on the art prints.) What moods come to your mind when you see:</p>			✓



	<p>Red or pinks? (<i>happy; excitement; playful</i>)</p> <p>Blues or purples? (<i>somber, sad, scary</i>)</p> <p>Greens? (<i>quiet, calm</i>)</p> <p>Orange and yellow? (<i>lively, active</i>)</p> <p><b>Warm</b> colors (<i>red, orange, and yellow</i>) make us think of lively and warm things. They also jump out or forward in the picture. <b>Cool</b> colours (<i>blue, green, and purple</i>) recede back, and give us a more calming, and sometimes sad or thoughtful mood. The <b>intensity</b> or brightness of a colour also conveys a mood. For instance, a bright red has a very different mood when compared with a dull red or pink.</p>			
25	<p>Today we are going to use music to influence the mood of our artwork. I am going to play three different types of instrumental music.</p> <p>You have 3 pieces of paper, one for each music selection, and oil pastels, crayons and pencils. While the music is playing, think about the mood the music is communicating. Choose your media and create an <b>abstract</b> drawing to express this mood using only <b>colour, lines, and shapes</b>.</p> <p>These will be quick drawings, and you will only have 7 minutes to complete each one. When you complete your piece, sign your name on the bottom and write the number, 1, 2, or 3, that corresponds to the music selection.</p> <p>(Teacher note: Play each music selection for 7 minutes. Let them know how much time they have left for each selection, e.g., "Five minutes remaining." "One minute to go, start finishing up.")</p>	✓		
	Pick one drawing and place it here on the carpet, our exhibit space. Gather around and let's take a look at what you have done.		✓	
10	<p><b>Closing Reflection with students:</b></p> <p>Describe the colours, lines, and shapes in the artwork.</p> <p>Which moods were represented in the music that you listened to? Are these moods communicated in the artwork? Explain.</p> <p>What title would you give this artwork? Does it capture the feeling of the artwork? Why? Why not?</p> <p>What would you do differently next time?</p>			✓

**Responding** (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):

Step 1: Describe	Step 2: Interpret	Step 3: Evaluate
Describe the colours, lines, and shapes in the artwork.	Which moods were represented in the music that you listened to? Are these moods communicated in the artwork? Explain.	<p>What title would you give this artwork? Does it capture the feeling of the artwork? Why? Why not?</p> <p>What would you do differently next time?</p>

# EXEMPLAR OF A RUBRIC FOR LIFE SKILLS

## PHYSICAL EDUCATION

SCHOOL: \_\_\_\_\_

GRADE : \_\_\_\_\_

NAME: \_\_\_\_\_



CRITERIA	1 Not Achieved	2 Elementary Achieved	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement Outstanding Achievement	7 Outstanding Achievement
Demonstrates different kinds of movement with coordination and control: e.g. Forward Roll, backward roll, 5 basic jumps, Cartwheel, handstand, crouch jump, various Balances of own choice							
Performs rhythmic movements showing rhythm, musicality and good posture, with and without apparatus or partner							
Spatial Orientation, handing, swinging and climbing: Using senses, navigating body through various obstacles, moving in different directions without bumping into others							
Laterality: ability to work on both sides of body with ease, using both hands and feet							
Sports and games Ability to dodge, catch, throw and kick a ball Batting with a bat Hitting objects with a ball							
Organisation: Setting out and packing away of apparatus							

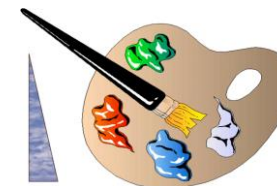
## EXEMPLAR OF A RUBRIC FOR LIFE SKILLS

### DRAWING/ PAINTING

GRADE : \_\_\_\_\_

SCHOOL: \_\_\_\_\_

NAME: \_\_\_\_\_



CRITERIA	1 Not Achieved	2 Elementary Achieved	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement Outstanding Achievement	7 Outstanding Achievement
Use of space- spatial							
Use of colour							
Clear Content							
Manipulation of tools							
Mixing of colours							
Managing & organizing himself/herself							
Attitude towards drawing/painting							
Picture as a whole							

## LIFE SKILLS

### EXEMPLAR OF A RUBRIC TO ASSESS A POSTER /COLLAGE MADE BY INDIVIDUAL LEARNERS OR A GROUP

DATE: .....

TASK: .....

CRITERIA	1 Not achievement	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
<b>Presentation</b>	The poster is messy and not presentable.	The poster has Very little present ability in respect of layout and design.	The poster has little present ability in respect of layout and design.	The poster has limited present ability in respect of layout and design.	The poster is neat and presentable in an original and attractive manner.	The poster is very neat and presentable in an original and attractive manner.	The present ability of the poster is in accordance with relevance and creativity
<b>Content / Relevance</b>	Illustrations, Captions, photos, drawings and other resources are not relevant to the topic.	Illustrations, Captions, photos, drawings and other resources are a little relevant to the topic.	Illustrations, photos, captions, drawings and resources provided are relevant to the topic.	The illustrations, photos, captions, drawings and resources are very appropriate and relevant to the topic/ content.	A number of illustrations, photos, captions drawing and resources support the topic / content excellently	Most of illustrations, photos, captions drawing and resources support the topic / content excellently	All the illustrations, photos, captions drawing and resources support the topic / content excellently
<b>Creativity</b>	No evidence of Creativity	Very Little evidence of creativity	Little evidence of creativity	Limited evidence of creativity.	Evidence of creativity is in accordance with expected achievements at this level.	A number of ideas in the product are original and the creativity of the learner is evident.	All the ideas in the product are original and the creativity of the learner is evident.
<b>Design / Layout</b>	No design and layout. Space not utilized appropriately.	Poor or no design and layout. Space not utilized appropriately.	Very Poor or no design and layout. Space not utilized appropriately.	Limited design and layout lacking coherence. Space utilized satisfactorily.	Promising design and layout lacking coherence. Space utilized satisfactorily.	Design and layout in accordance with expected achievements at this level. Space utilized very well.	Overall design, use of colour, resources etc support the messages that are conveyed
<b>Use of Language</b>	Language is poorly used with	Language is poorly used with	Language and spelling is used	Limited Language & spelling is used	Language & spelling used to	Correct, appropriate and descriptive	Excellent appropriate and descriptive



	linguistic and lots of spelling errors.	linguistic and spelling errors.	incorrectly in the presentation.	incorrectly in the presentation.	demonstrate level of achievement	language is used without any errors.	language is used without any errors.
<b>Group Involvement</b>	No evidence of group involvement.	Very Little evidence of group involvement.	Little evidence of group involvement.	Limited evidence of group involvement.	Promising evidence of group involvement.	Clear evidence of group involvement.	Every member actively participated.

#### EXEMPLAR OF A HOLISTIC RUBRIC FOR LIFE SKILLS: GRADE 1-3

Criteria	CHOOSE THE FOLLOWING FROM THE CAPS DOCUMENT ON WHICH YOU WOULD LIKE TO REPORT TO THE PARENTS	Put a √ or an x	Comments
Beginning Knowledge and Personal and Social Well-being	Choose what aspect you want the learners to be able to know and write down the two most important ones		
Creative Arts :  Visual Arts	Choose a 2D aspect you want to assess (art activity)		
	Choose a 3D or Visual Art aspect you want to assess (box construction)		
Performing Arts	Creative games and skills: Performance and understanding of game and skill acquired		
	Drama: Dramatisation of a story/poem alone or in a group		
	Music: Singing and ability to keep a tune		
	Music: Playing a musical instrument in time to the beat		

	Dance: Waltz, Cha-cha, gumboots, Xhosa Dancing; other forms of Folk Dancing. Showing musicality, coordination, control and ability to remember steps.		
Physical Education (Choose from)	Locomotor Movements with speed, control when moving and weaving in-between others		
	Balance Activities: Mini head stand, crouch jump, seat balance, handstand, shoulder stand, one-knee scale		
	Agility Movements: Forward roll, backward roll, cartwheel, bridge with and without leg lift		
	Body co-ordination and control during movement: ability to move smoothly from one movement to the next during Gymnastics and Zumba dancing		
	Rhythmic Movement: ability to move with coordination and in time to music, with and without apparatus		
	Spatial Orientation and body management using apparatus to show understanding of space and strength when handing, climbing and swinging		
	Sport and Games: Co-ordination and control when throwing, batting, catching and kicking		

**FINAL RATING :**

2 or less v= 1; 3-4 v = 2; 5-6 v = 3; 7 - 8 v = 4; 9-10 v = 5; 11 - 13 v = 6 ; 14 - 15 v = 7

<b>1</b> Not achieved	<b>2</b> Elementary achievement	<b>3</b> Moderate achievement	<b>4</b> Adequate achievement	<b>5</b> Substantial achievement	<b>6</b> Meritorious achievement	<b>7</b> Outstanding achievement
--------------------------	------------------------------------	----------------------------------	----------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

## EXEMPLARS OF ASSESSMENT TOOLS FOR RECORDING LEARNERS ACHIEVEMENT IN FOUNDATION PHASE.

RUBRIC TO ASSESS AN ORAL PRESENTATION /PERFORMANCE (eg, Listen, show, tell, sing, and dramatise)

Subject: LIFE SKILLS: DRAMA

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

TASK: .....

Date: \_\_\_\_\_

Criteria	1	2	3	4	5	6	7
Presentation skills: Voice, body language, style.	No expression and enthusiasm, minimal eye contact. Speech unclear and inaudible. No body language. Very poor sentence construction.	No expression and eye contact. Inaudible speech and no body language. Poor sentence construction.	Some expression and eye contact, limited expression, enthusiasm and body language. Speech slightly clear, audible, sentence construction is satisfactory.	Expressive and voice shows enthusiasm. Good body language. Speech is good audible and clear.	Expressive and strong voice, shows enthusiasm, involves audience and well rehearsed. Very good body language. Speech is good audible and clear.	Very expressive with strong voice, shows enthusiasm, involves audience and well rehearsed. Very good body language. Speech is good audible and clear.	Confident and very good participation and presentation skills, provokes thought throughout. Speech is very good, clear and audible.
Content (organisation)	No clear sequencing of ideas and very little relevance to topic.	Unclear sequencing of ideas and little relevance to topic.	Sequencing of ideas evident and content is relevant to topic. Aspects of topic satisfactorily covered & presented	Good sequencing of ideas and content is relevant to topic. Aspects of topic satisfactorily covered and presented	Sequencing of ideas is good and content is very relevant. Topic well prepared	Very good sequencing of ideas and content is very relevant. Topic well prepared	Thoughtful sequencing and integration of ideas. Topic very well prepared, researched and presented
Creativity – effectiveness in use of resources	No use of posters, diagrams and other resources.	Limited use of posters, diagrams and other resources.	Some use of posters, diagrams and other resources.	Good use of posters, diagrams and other resources.	Use of posters, diagrams and other resources in a creative manner.	Very good use of posters, diagrams and other resources.	Effective integration of posters, diagrams and other resources with creativity and originality.
Quality of information / ideas	No understanding of aspects.	Shows understanding of only few aspects.	Shows understanding of some aspects.	Good understanding of some aspects.	Thorough and broad understanding of the topic.	Very thorough and broad understanding of the topic.	Thorough, broad, insightful understanding of the topic.
Group Involvement	No evidence of group involvement.	Little evidence of group involvement.	Limited evidence of group involvement.	Good evidence of group involvement.	Clear evidence of group involvement.	Very good and clear evidence of group involvement.	Every member actively participated.

Rating Code	Description of Competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

**ASSESSMENT OBTAINED:.....**





## CONCLUSION: DR T. REDDY

It is hoped that School Management Teams (SMTs) and teachers in the Foundation Phase utilize this user friendly guideline to strengthen and support the Teaching, Learning and Assessment of Life Skills, especially in Creative Arts.

This guideline has been crafted, designed and developed to equip teachers handling this phase with pedagogical/instructional skills necessary to understand the **core elements and techniques** which forms the basis for the acquisition (by learners) of **skills** pertaining to, **Performing and Visual Arts and Physical Education**.

Teachers should make reference to this document in their management of the teaching, learning and assessment process. This **instructional material** is also intended to equip teachers with the necessary skills to make **Life Skills** exciting for the learners.

This user friendly guideline is closely aligned to the **Curriculum and Assessment Policy Statement (CAPS)** for Life Skills and also makes reference to the **Learner Workbooks** provided by Department of Basic Education (DBE) for Life Skills from Grades 1 – 3. It is hoped that teacher confidence will be enhanced and learner performance will be improved in Life Skills.



"If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?"

Montessori, Maria on education

montessori  
internationale

## NELSON MANDELA:

There can be no keener revelation of a society's soul than the way in which it treats its child!

Education is the most powerful weapon which you can use to change the world!!!

## ACKNOWLEDGEMENTS:

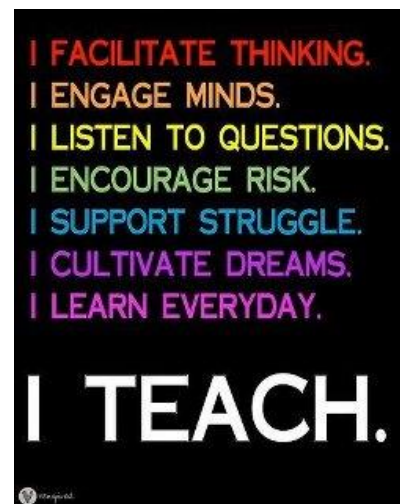
The Eastern Cape Department of Education wishes to acknowledge and thank the following people for their contribution to the manual:

1. Department of Basic Education: CAPS Documents
2. Department of Basic Education: NELDs Document
2. Assistance with Photos: Antoinette Minnaar, DCES- EMIS; Gabriella Seidle
4. Selected Movement Activities: Bev. Price: Clarendon Preparatory
5. Visual Art Pictures & Visual Art Ideas: Mrs C. Kent (Cambridge Primary)



## REFERENCES:

1. Brain Gym: Heidi De Jager
2. Fun and Games With Smile: Doreen Mareé
3. Life Skills for the New Nation -Nasou: Grade R: Thulani, Hendricks, Opie-Jacobs, Pissarra & Swanepoel
4. Wikipedia: Learning Through Play; Brain Gym
6. ActivKidz: Sports for All
7. Teaching Sport in Schools: Mc Ewan
7. Our Heritage: Donvé Lee
8. Art & Craft Skills: Models: Keith Newell
9. Mastering Art Painting: Anthony Hodge



Every effort has been made to acknowledge copyright holders, but if any copyright infringements occur, we would be grateful for information that would enable any omissions or errors to be corrected in subsequent impressions.

