

2021 Annual Teaching Plan – Term 1: VISUAL ARTS: Grade 10

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS Topic	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2
Core Concepts, Skills and Values	THEME 1: Visual analysis and interpretation - Art elements and principles	THEME 1: Visual analysis and interpretation - Art elements and principles	THEME 1: Visual analysis and interpretation - Different art disciplines	THEME 1: Visual analysis and interpretation - Media & techniques	THEME 1: Visual analysis and interpretation - Subject matter, themes, style	THEME 1: Visual analysis and interpretation - Visual Analysis of specific examples	THEME 1: Visual analysis and interpretation - Visual Analysis of specific examples e.g. Goya, <i>3rd of May, 1808</i>	THEME 1: Visual analysis and interpretation - Visual Analysis of specific examples	THEME 1: Visual analysis and interpretation - Visual Analysis of specific examples	Consolidation
	Topic 3: Theory - NOTE TO TEACHERS Theme 1 is compulsory and teachers can choose a minimum of 4 the rest of the themes and at least two specific artworks from each theme. <ul style="list-style-type: none"> For this teaching plan, certain themes and artists have been chosen, BUT teachers must feel free to make their own selection of themes and artists. Selection of themes should be based on the context of the school Whatever the theme chosen to be studied, teachers need to follow a similar week-by-week plan. 					THEORY Theme 1: Visual analysis and interpretation (compulsory) Theme 2: African art Theme 3: Non-Western cultures from across the globe Theme 4: Ancient Civilisations Theme 5: Classical World Theme 6: Middle Ages and/or Islamic art Theme 7: Renaissance Theme 8: Baroque and Rococo				
	Topic 1 & 2: Practical TASK 1 – Topic 1 (Conceptualising) and TASK 6/ PAT ARTWORK 1– Topic 2 (Artwork) Drawing is taught through modelling, and would have been compromised by school closures last year. It is recommended for teachers to teach drawing explicitly in the first term and set their task to explore different drawing techniques and media. The artwork will be assessed (100 marks), but will not be a part of the term mark. It will be part of the continuous assessment of TASK 6: PAT (25%)									
Requisite Pre-Knowledge	PRACTICAL: Drawing aptitude/love to be creative and work with hands/basic knowledge of art elements THEORY: Recommendations for curriculum trimming for Grade 9 saw increased attention to Visual Literacy. While it may not be the case that all teachers follow the recommendation for more Visual Literacy in the ATPs, if it did occur in Grade 9, it will be beneficial for Grade 10. If there has not been attention to Visual Literacy in Grade 9, the first term of Grade 10 will need to ameliorate by teaching this critical skill.									
Resources (other than textbook) to enhance learning	PRACTICAL: Drawing materials, sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums.									
Informal Assessment	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. Pupils must be guided towards helpful artwork examples, shown possible solutions to material or conceptual difficulties, and have promise or potential in the work recognised. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.									
SBA (Formal Assessment)	TASK 1: Theory Test – 50 The test must include: <ul style="list-style-type: none"> Visual literacy questions Work studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour					TASK 2: Conceptualising (Topic 1) – 100 Explicit teaching of drawing skills to equip pupils to engage in the demands of drawing in later years.				

Term 2 51 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April	Week 3 28 -30 April (3 days)	Week 4 3 - 7 May	Week 5 10 - 14 May	Week 6 17 -21 May	Week 7 24 - 28 Mei	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June
CAPS Topic	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5
Core Concepts, Skills and Values	Theme 2: African Art - Pre-historic Art	Theme 2: African Art - SA Rock Art	Theme 2: African Art - African tribal art	Theme 2: African Art – Lydenberg heads, Mapungubwe	Theme 2: African Art – African crafts	Theme 5: Classical World - Geometric Greece	Theme 5: Classical World - Archaic Greece	Theme 5: Classical World - Classical Greece	Theme 5: Classical World - Hellenistic Greece	Theme 5: Classical World - Ancient Rome	Consolidation
Requisite Pre-Knowledge	PRACTICAL: Drawing skills developed in term 1 THEORY: Visual Analysis Skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks in the studied themes.										
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums										
Informal Assessment	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward especially of practical work. It is critical that pupils are supported in this term as they start to engage with methodology for source work, learning necessary research skills and how to internalise and develop on learning. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
SBA (Formal Assessment)	TASK 3: Theory Test – 50 The test must include: <ul style="list-style-type: none"> • Visual literacy questions • Work studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour 50 Marks					TASK 4: CONCEPTUALISATION - Topic 1 (Sourcebook) Learners should visually tell the 'story' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their individuality and creativity as a visual art learner. 100 Marks					

Term 3 52 days	Week 1 13 - 16 July (4 days)	Week 2 20 - 23 July	Week 3 26 - 30 July	Week 4 2 - 6 August	Week 5 10 - 13 August (4 days)	Week 6 16 - 20 August	Week 7 23 -27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 23 1 3 – 17 September	Week 11 20 – 23 September (4 days)
CAPS Topic	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical
Core Concepts, Skills and Values	Theme 7: Renaissance Introduction / Proto- Renaissance	Theme 7: Renaissance Early Renaissance	Theme 7: Renaissance High Renaissance	Theme 7: Renaissance Sculpture	Theme 7: Renaissance / Mannerism	Theme 7: Northern Renaissance	Theme 8: Baroque and Rococo Starting with Baroque introduction: Baroque in Italy.	Theme 8: Baroque Baroque in Flanders and Holland	Theme 8: Baroque Dutch and Spanish Baroque	Consolidation	Consolidation
	Topic 1 & 2: Practical TASK 6 – Learners have completed the two artworks during terms 1 & 2. This term they should use the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. To express creativity and self-expression, learners can do more works relating to two themes they have investigated.										
	TASK 7 - END OF YEAR EXAM – PAPER 2 TOPIC 1 CONCEPTUALISATION 50 Marks Teacher sets the brief. Introduce a practical theme that encourages pupils to experiment with materials widely, gaining confidence with a variety of materials.										
Requisite Pre- Knowledge	PRACTICAL: Basic technical skills in specialised option and ability to conceptualise ideas based on the practical theme; knowledge of materials and techniques; self-expression and content THEORY: Visual Analysis Skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks/ Knowledge of studied themes in Term 2.										
Resources (other than textbook) to enhance learning	PRACTICAL: According to specialisation option, e.g. art materials and equipment e.g. printing press, pottery oven, dark room, etc./ sourcebook/ art books and magazines/ You Tube clips/ any inspirational material THEORY: PowerPoints, art videos, trips to art galleries and museums										
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SBA (Formal Assessment)	TASK 5: Theory Test - 50 Marks The test must include: <ul style="list-style-type: none"> • Visual literacy questions • Work studied The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour										

Term 4 47 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October	Week 3 18 - 22 October	Week 4 25 - 29 October	Week 5 1 – 5 November	Weeks 6 – 10 8 November – 5 December End of the Year
CAPS Topic	Topic 1 & 2: Practical Topic 3 Theme 8:	Topic 1 & 2: Practical Topic 3 Theme 6	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	Topic 1 & 2: Practical Topic 3	TASK 6: PAT (Retrospective Exhibition) – 100 Marks (weighting 20%) <ul style="list-style-type: none"> Grade 10: The artworks (Topic 2) from the two Practical tasks are compulsory. Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, learners may exhibit more works that provides evidence of this process e.g. work done on their own. The sourcebook/s, although already assessed, must be displayed. The retrospective exhibition need not be a physical exhibition, but can take the form of a catalogue, Power Point presentation, online portfolio, etc.
Core Concepts, Skills and Values	Theme 8: Baroque and Rococo An understanding and overview of Rococo	Consolidation: Visual Literacy	Consolidation: Visual Analysis with focus on styles	Revision and preparation: Practice questions from past papers	Revision and preparation: Practice questions from past papers	
Requisite Pre-Knowledge	By this stage of the year, pupils have been exposed to art movements from the ancient world into the 1600s. The study of the different movement should sensitise pupils to the stylistic characteristics of each movement and how they relate to the context in which they are produced. Formal analysis and characteristics of the styles are critical in the revision process.					PAPER 2: TASK 7 -100 Marks (weighting 10%) Topic 1: Completed in third term Topic 2: Learners will create the artwork based on the conceptualisation done in Term 3 (Sourcebook) Completed during contact time (Maximum 24-hours) PAPER 1: TASK 7 - Theory - 50 Marks (weighting 10%) Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30% Questions on the studied themes. It is important to follow the format of the Grade 12 NCS papers and Visual Literacy questions of 'unseen' images MUST be included in each question Time: 1 hour Theme 1: Visual analysis and interpretation (compulsory) Theme 2: African art Theme 3: Non-Western cultures from across the globe Theme 4: Ancient Civilisations Theme 5: Classical World Theme 6: Middle Ages and/or Islamic art Theme 7: Renaissance Theme 8: Baroque and Rococo
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SBA (Formal Assessment)	Task 1 (50 Marks) + Task 2 (100 Marks) + Task 3 (50 Marks) +Task 4 (100 Marks) + Task 5 (50 Marks) = 350 converted to 100 Marks for a weighting of 60%					
	The promotion weightings for Grade 11: SBA = 60% PAT = 20% Test = 20% (P1 theory = 10% and P2 practical = 10%)					