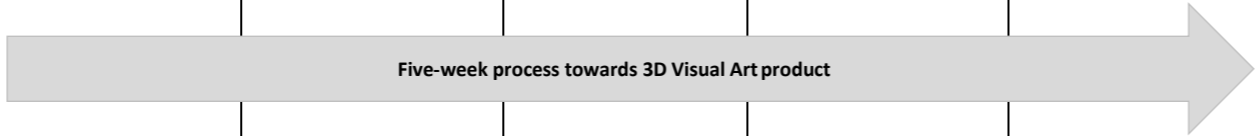
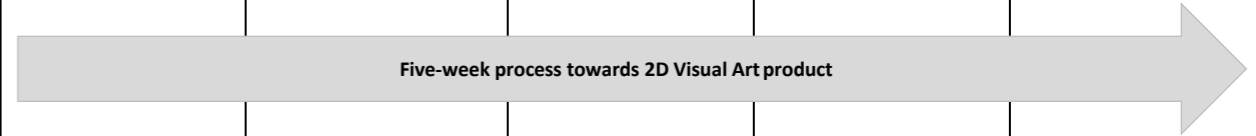


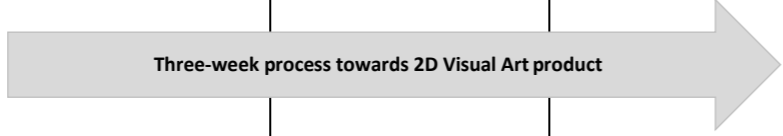
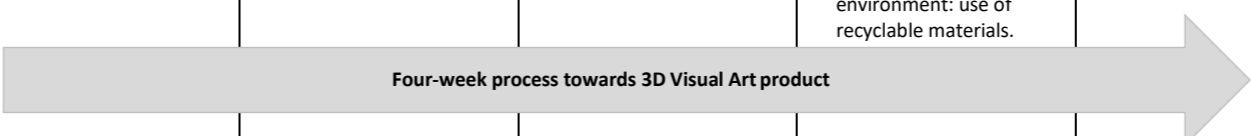
## SUGGESTED PLANNING of TEACHING and ASSESSMENT

## Grade 7 Creative Arts: Visual Arts 2021

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	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 3D	Visual literacy	Create in 3D	Visual literacy Formal Practical Assessment (3D)	
Concepts, Skills, And Values	<p><b>Do a baseline assessment: could include, but not limited to any of the following activities:</b></p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, online game/competition.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	<p><b>Consolidation and introductory activities to prepare for creative work in Term 1:</b></p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name <b>contrast, balance, and emphasis</b> in compositions.</li> </ul> <p><b>Create in 2D &amp; 3D, simple paper construction:</b></p> <ul style="list-style-type: none"> <li>Drawing and / or colour media: exploring a variety of media and techniques.</li> <li>Art elements: line, tone, mark-making, and texture used in own lettering and/or patternmaking; drawing, cutting and sticking shapes in series.</li> <li>Design principles: balance, contrast, emphasis.</li> </ul>	<p><b>Drawing and painting: exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Line, tone, texture, mark-making.</li> <li>Art elements: line, tone, texture, shape.</li> <li>Observational projects (small objects and still life arrangements).</li> <li>Variation of paper size and format.</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks - shape, line, tone, texture, colour.</li> <li>Personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts</li> </ul>	<p><b>Drawing and painting: exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art Elements: line, tone, texture, mark-making.</li> <li>Design principles: balance, contrast, emphasis.</li> <li>Observational projects (small objects and still life arrangements).</li> <li>Variation of paper size and format.</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks - shape, line, tone, texture, colour.</li> <li>Design principles: description of artworks - balance, proportion, emphasis, and contrast</li> <li>Personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts.</li> </ul>	<p><b>Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques</b></p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, monochromatic colour.</li> <li>Design principles: proportion, emphasis, contrast.</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining.</li> <li>Concern for the environment: use of recyclable materials.</li> <li>Sharing resources.</li> </ul>	<ul style="list-style-type: none"> <li>Art elements: use in description of artworks - shape, line, tone, texture, colour - monochromatic colour.</li> <li>Design principles: use in description of artworks – balance, proportion, emphasis, contrast.</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining.</li> <li>Concern for the environment: use of recyclable materials.</li> <li>Sharing resources.</li> <li>Emphasis on learners' personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts.</li> </ul>	<p><b>Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques</b></p> <ul style="list-style-type: none"> <li>Art elements: shape / form, texture</li> <li>Design principles: balance, proportion, emphasis, contrast</li> <li>Modelling techniques: pinching, rolling, joining techniques, surface texture</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks (shape, line, tone, texture, colour)</li> <li>Design principles description of artworks: proportion, harmony, rhythm, emphasis, contrast</li> <li>Personal expression and interpretation</li> <li>Communication: Express, identify / name, question and reflect through looking, talking, listening, and writing about the visual world: interpret, analyse, and recognise symbolic language with reference to groups of figures</li> <li>Create in 3D: Earthenware (or any other 3D-making materials available): figures, e.g. groups of musicians</li> </ul>	
	<p><b>Two-week process towards 2D Visual Art product.</b></p>										
	<p><b>Two-week process towards 3D Visual Art product.</b></p>										
<p><b>Focus on consolidating &amp; revising the Art Elements &amp; Design Principles, as well as 2D / 3D skills, using short-term practical assessment tasks every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual assessment tasks should be linked by a common theme and not necessarily form part of 1 larger assessment task.</b></p>											
<p><b>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</b></p> <p><b>2D: Emphasis on the interpretation of observational projects – small objects / still life arrangements / masks. Variation of paper size and format: different scale and degrees of detail.</b></p>											
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work.										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.		Photographs in resource books and / or real examples of local craft (e.g. African masks). Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet. Visual stimuli in resource books. Self-reflection in workbooks. Classroom discussions.								Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.										
SBA (Formal Assessment)	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	
Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the FAT is to create a 2D experience; therefore, the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).					Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the FAT is to create a 3D experience; therefore, the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).						

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 26 – 30 April (4 days)	Week 4 03 – 07 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 04 June	Week 9 07 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Practical and Written Examinations	Practical and Written Examinations
Concepts, Skills, And Values	<p>Do reflection &amp; recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz / online quiz, etc.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture.</li> <li>Design principles: contrast, proportion, emphasis.</li> </ul> <p><b>Simple etching techniques:</b> etching, drawing, scratching.</p> <p><b>The focus should be more on drawing and not on etching &amp; scratching as not all schools have the resources.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture.</li> <li>Design principles: contrast, proportion, emphasis.</li> </ul> <p><b>Simple etching techniques:</b> etching, drawing, scratching</p> <p><b>The focus should be more on drawing and not on etching &amp; scratching as not all schools have the resources.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour.</li> <li>Design principles: contrast, proportion, emphasis.</li> </ul> <p><b>Painting:</b> colour-mixing: tonal range, shades, and tints.</p> <p><b>The focus should be more on colour-mixing using any media as not all schools have paint.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour (continue).</li> <li>Design principles: contrast, proportion, emphasis (continue).</li> </ul> <p><b>Painting:</b> colour-mixing: tonal range, shades, and tints.</p> <p><b>The focus should be more on colour-mixing using any media as not all schools have paint.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour (continue).</li> <li>Design principles: contrast, proportion, emphasis (continue).</li> </ul> <p><b>Painting:</b> colour-mixing: tonal range, shades, and tints.</p> <p><b>The focus should be more on colour-mixing using any media as not all schools have paint.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour (continue).</li> <li>Design principles: contrast, proportion, emphasis (continue).</li> </ul> <p><b>Painting:</b> colour-mixing: tonal range, shades, and tints.</p> <p><b>The focus should be more on colour-mixing using any media as not all schools have paint.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Art elements: consolidate the elements used.</li> <li>Design principles: unity.</li> </ul> <p><b>Painting:</b> colour-mixing: tonal range, shades, and tints.</p> <p><b>The focus should be more on colour-mixing using any media as not all schools have paint.</b></p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> <li>Finalise artwork for formal assessment.</li> </ul> <p><b>Practical Examination:</b> Individual 2D artwork: e.g. Still Life 50 marks</p>	<p><b>Written Examination:</b> Terminology Art elements Design principles Symbolic language in art Local crafter /artist/artwork/style Reflection 50 marks</p> <p><b>Cognitive levels:</b> Lower order: 30% Middle order: 40% Higher order: 30%.</p>	
Visual literacy	<ul style="list-style-type: none"> <li>Description of artworks: art elements: line, tone, texture, shape, colour; Design principles: use in description of artworks – balance, proportion, harmony, emphasis, contrast.</li> <li>Interpret, analyse, and recognise symbolic language with reference to still life; express, identify / name, question, reflect through looking, talking, listening, and writing, e.g. still life.</li> </ul>	<ul style="list-style-type: none"> <li>Express, identify / name, question and reflect through looking, talking, listening, and writing about the visual world.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying art elements and design principles in examples of local craft.</li> <li>Research: Investigation of local crafter / artist / artwork / style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work).</li> </ul>								
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Photographs in resource books and / or real examples of local craft (e.g. African masks); Pencil, charcoal, wax crayons, colour inks	Tempera paint in limited colour range, white and black. A2 paper	Visual stimuli and artefacts, libraries, media sources, internet e.g. local crafters. Tempera paint in limited colour range and white and black. A2 paper							
Informal assessment; remediation	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: <a href="https://bit.ly/39xn2Ka">https://bit.ly/39xn2Ka</a>										
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer, or teacher										
Informal assessment; remediation	Workbook: self-reflection worksheet.	Workbook: terminology – worksheet with visual images.	Workbook: description of artworks using appropriate terminology.	Workbook: rough sketches, exploring art elements and principles.	Workbook: research, worksheets on local craft. Teacher observation and guidance towards completing final artwork. Workbook: art terminology and vocabulary.						
SBA (Formal Assessment)	<p><b>Practical Assessment: 2D Artwork 50 marks</b>  <b>Written Assessment: Written Examination 50 marks</b>  <b>Equal weighting between Practical and Theory examination.</b></p>										

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	Week 9 06 – 10 Sep	Week 10 13 – 17 Sep	Week 11 20 – 23 Sep (4 days)	
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	
Concepts, Skills, And Values	Do reflection & recap of previous term's concepts / skills: including any of the following activities: <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, etc.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	Create in 3D: e.g. buildings or craftwork (or similar themes) <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: proportion, emphasis, contrast (construction and modelling techniques).</li> <li>Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials.</li> </ul>	Create in 3D: e.g. buildings or craftwork (or similar themes) <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: proportion, emphasis, contrast (construction and modelling techniques).</li> <li>Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials.</li> </ul>	Create in 3D: e.g. buildings or craftwork (or similar themes) <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: proportion, emphasis, contrast (construction and modelling techniques).</li> <li>Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials.</li> <li>Patternmaking as surface decoration; repeat pattern.</li> </ul>	Create in 3D: e.g. buildings or craftwork (or similar themes) <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: proportion, emphasis, contrast (construction and modelling techniques).</li> <li>Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials.</li> <li>Patternmaking as surface decoration; repeat pattern.</li> </ul>	Create in 3D: e.g. buildings or craftwork (or similar themes) <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: proportion, emphasis, contrast (construction and modelling techniques).</li> <li>Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials.</li> <li>Patternmaking as surface decoration; repeat pattern.</li> </ul>	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects <ul style="list-style-type: none"> <li>Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic).</li> <li>Design principles: balance, contrast, harmony, proportion.</li> <li>Pattern-making: in collages, designs (exploration of various repeat methods).</li> </ul>	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects <ul style="list-style-type: none"> <li>Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic).</li> <li>Design principles: balance, contrast, harmony, proportion.</li> <li>Pattern-making: in collages, designs (exploration of various repeat methods).</li> </ul>	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects <ul style="list-style-type: none"> <li>Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic).</li> <li>Design principles: balance, contrast, harmony, proportion.</li> <li>Pattern-making: in collages, designs (exploration of various repeat methods).</li> </ul>	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects <ul style="list-style-type: none"> <li>Continue as in previous weeks and finalise artwork for formal assessment.</li> <li>Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic).</li> <li>Design principles: balance, contrast, harmony, proportion.</li> <li>Pattern-making: in collages, designs (exploration of various repeat methods).</li> </ul>	Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects <ul style="list-style-type: none"> <li>Complete and exhibit artwork for formative assessment.</li> </ul> <p><b>Oral presentation: The role of the artist in society: role of artist as contributor to society</b></p>	
	<b>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials</b> Use of tools – safety, consideration of others, sharing resources						<b>2D: Emphasis on the interpretation of buildings in papercut collage – cutting, layering, pasting, monochromatic colour</b> Variation of paper size and format: different scale and degrees of detail					
												
	<p><b>Visual literacy:</b> The role of the artist in society: role of artist as contributor to society. Art elements and design principles: use in the description of artworks (e.g. buildings / craftwork); Emphasis on learners' personal expression and interpretation of architecture / craftwork; Social development: similarities and differences, respect and understanding of self and community; the arts as heritage. Values development: respect for the opinions of others; investigate and understand the contribution of the arts to heritage; communication skills: express, identify / name, question and reflect: looking, talking, listening, and writing about buildings / craftwork.</p>											
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.											
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers.	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers.	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Recyclable papers in a limited range of colours from found sources; white paper in unusual format: circle, thin rectangle, etc.; glue, cardboard strips for applying glue, scissors. Photographs in resource books (e.g. buildings / craftwork).					
Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>												
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer, or teacher											
	Workbook: self-reflection worksheet.	Workbook: visual exploration of art elements, design principles.	Teacher observation, guidance in constructing 3D artwork.	Workbook: express, identify / name, question and reflect – buildings / craftwork.	Workbook: worksheet Artist as contributor to society.	Workbook: worksheet Artist as contributor to society.	Workbook: exploratory drawings: art elements, design principles.	Workbook: drawings: art elements, design principles.	Teacher observation, guidance in creating 2D artwork.	Teacher observation, guidance in creating 2D artwork.	Presentation: Role of the artists.	
SBA (Formal Assessment)	<b>Practical Assessment: 3D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to create in 3D; therefore, the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).						<b>Practical Assessment: 2D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to create in 2D; therefore, the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).					

Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 – 15 Oct	Week 3 18 – 22 Oct	Week 4 25 – 29 Oct	Week 5 01 – 05 Nov	Week 6 08 – 12 Nov	Week 7 15 – 19 Nov	Week 8 22 – 26 Nov	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)		
CAPS topic	Visual literacy Create in 2D & 3D (Reflection & Recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Practical and Written Examinations	Practical and Written Examinations		
Concepts, Skills, And Values	<p>Do reflection &amp; recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, etc.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	<p>Create in 2D Drawing: life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion.</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: contrast, proportion, balance, emphasis, direction.</li> </ul>	<p>Create in 2D Drawing: life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion.</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: contrast, proportion, balance, emphasis, direction.</li> </ul>	<p>Create in 2D Drawing: life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion.</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, shape, colour.</li> <li>Design principles: contrast, proportion, balance, emphasis, direction.</li> </ul>	<p>Create in 3D: metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done in previous weeks.</p> <ul style="list-style-type: none"> <li>Design: experiment with Art Elements and Design Principles.</li> <li>Spatial awareness: work with shapes in the construction process.</li> <li>Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).</li> <li>Concern for the environment: use of recyclable materials.</li> </ul>	<p>Create in 3D: metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done previously.</p> <ul style="list-style-type: none"> <li>Design: experiment with Art Elements and Design Principles.</li> <li>Spatial awareness: work with shapes in the construction process.</li> <li>Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).</li> <li>Concern for the environment: use of recyclable materials.</li> </ul>	<p>Create in 3D: metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done previously.</p> <ul style="list-style-type: none"> <li>Design: experiment with Art Elements and Design Principles.</li> <li>Spatial awareness: work with shapes in the construction process.</li> <li>Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).</li> <li>Concern for the environment: use of recyclable materials.</li> </ul>	<p>Create in 2D, e.g. Paper cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> <li>Continue as in previous weeks and finalise artwork for formal assessment</li> <li>Design: experiment with Art Elements and Design Principles.</li> <li>Spatial awareness: work with shapes in the construction process.</li> <li>Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other).</li> <li>Concern for the environment: use of recyclable materials.</li> </ul>	<p>Create in 3D, e.g. still life artwork: local Interpretation (but not limited to)</p> <ul style="list-style-type: none"> <li>Complete and exhibit artwork for formative assessment.</li> </ul> <p><b>Practical Examination:</b> Individual 2D artwork: e.g. Life drawing 3D artwork: e.g. metamorphosis of a common recyclable object <b>50 marks</b></p>	<p><b>Written Examination:</b> Terminology Art elements Design principles Symbolic language in art Role of the artist in society Visual literacy Reflection <b>50 marks</b></p> <p><b>Cognitive levels:</b> Lower order: 30%; Middle order: 40%; Higher order: 30%.</p>		
	<p>Three-week process towards 2D Visual Art product</p> 		<p>Four-week process towards 3D Visual Art product</p> 									
<p><b>2D: Emphasis on the interpretation of observational projects – the human figure stationary / in motion. Variation of paper size and format: different scale and degrees of detail.</b>  <b>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</b></p>												
Requisite pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.</p>											
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	<p><b>Materials:</b> Charcoal. Large sheets of paper (A3 -A1). 2B / 3B pencils, pencil crayons.</p>			<p><b>Materials:</b> Common recyclable objects, appropriate recyclable materials. Appropriate adhesive materials. Mixed media.</p>				<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector &amp; laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Lesson Plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a></p>			
Informal assessment; remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer, or teacher</p>											
	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: self-reflection worksheet.		
SBA (Formal Assessment)	<p><b>Practical Assessment: 2D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to Create in 2D; therefore, the final product should include Art Elements &amp; Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>						<p><b>Practical Assessment: 3D Artwork 25 marks assessed with a rubric</b> (The focus of the assessment task is to Create in 3D; therefore, the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>					