



SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 9 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	Visual literacy Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 2D	Visual literacy	Visual literacy Create in 2D	Visual literacy Formal Practical Assessment (2D)										
Concepts, Skills and Values	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, online game/competition. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 		<p>Consolidation and Introductory activities to prepare for creative work in Term 1:</p> <p>Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name Art Elements and Design Principles in compositions. <p>Create in 2D:</p> <ul style="list-style-type: none"> Drawing and painting with extended use of media and techniques. Art elements: (same as before but include analogous / related colour). Design principles. 		<p>Drawing and painting: Creative interpretation of a Portrait of another - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements and design principles: use in own work. Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation. Emphasis on the personal expression, observation, and interpretation of the portrait. 		<ul style="list-style-type: none"> Understanding & recognition of images expressed in words: express, identify / name, question and reflect through looking, listening and talking about portraits. 		<p>Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles</p> <ul style="list-style-type: none"> Interpret, analyse and recognise symbolic language with reference to: <ul style="list-style-type: none"> portraits the role of the artist Similarities and differences, respect and understanding of self and community; the arts as heritage. Looking, listening, and talking about role of artist as contributor, observer, and social commentator in local society. 		<ul style="list-style-type: none"> Personal meaning and recognition of images regarding the role of the artist in local society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols. Research: artist / artwork / style using various sources: books, libraries, internet, etc. Formal written response. Emphasis on the learner's personal expression and interpretation. 		<p>Drawing and painting: Creative interpretation of a self-portrait - exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements and design principles: use in own work Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation. Emphasis on the personal expression, observation, and interpretation of the self-portrait. 		<ul style="list-style-type: none"> Understanding & recognition of images expressed in words: express, identify / name, question and reflect through looking, listening and talking about self-portraits. 		<p>Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles</p> <ul style="list-style-type: none"> Interpret, analyse and recognise symbolic language with reference to: <ul style="list-style-type: none"> self-portraits the role of the artist Similarities and differences, respect and understanding of self and the wider community; the arts as heritage The role of the artist in global society: role of artist as contributor, observer, and social commentator in wider society. 		<ul style="list-style-type: none"> Personal meaning and recognition of images regarding the role of the artist in global society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols. Research: artist / artwork / style using various sources: books, libraries, internet, etc. Formal written response Emphasis on the learner's personal expression and interpretation. Class presentations about the role of the artist in global society (could be group work). 	
			Two-week process towards 2D Visual Art product.		Two-week process towards 2D Visual Art product.		Two-week process towards 2D Visual Art product.		Two-week process towards 2D Visual Art product.		Two-week process towards 2D Visual Art product.									
	<p>Focus on consolidating & revising the Art Elements & Design Principles, as well as 2D 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.</p>																			
<p>2D: Emphasis on the interpretation of observational projects – photographs and / or examples from life, such as photographs of portraits / craft & artworks. Variation of paper size and format: different scale and degrees of detail.</p>																				
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D work; Basic research skills: Access (how find information): Enquire, locate, identify, observe, research. Process (the information): Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose.																			
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.		Photographs of artworks (e.g. portraits); Tempera or acrylic paint, or oil pastels, A3 paper.			Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in local society.		Photographs of artworks (e.g. self-portraits); Tempera or acrylic paint, or oil pastels, A3 paper.		Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in global society. Classroom discussion.										
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																			
	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.										
SBA (Formal Assessment)	<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the ASSESSMENT TASK 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)</p>					<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the ASSESSMENT TASK 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)</p>														
Lesson Plans: https://bit.ly/37WLphE Other Resources: https://bit.ly/38MYBrk																				

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 3D	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Create in 2D	Create in 2D	Create in 2D	Practical and Written Examinations	Practical and Written Examinations	
Concepts, Skills, And Values	<p>Do reflection & recap of previous term's concepts / skills: including any of the following activities:</p> <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. worksheets. 	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Art elements and design principles. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials. 	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Art elements and design principles. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials. 	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Art elements and design principles. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials. 	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Emphasis is on imaginative representation; conscious use of space; spatial awareness: developing understanding of plane, depth, and visual perspective. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials. 	<p>Create in 3D e.g. Marquette for South African sculpture for public space</p> <ul style="list-style-type: none"> Emphasis is on imaginative representation; conscious use of space; spatial awareness: developing understanding of plane, depth, and visual perspective. Construction and modelling techniques; good craftsmanship e.g. pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other. Concern for the environment: use of recyclable materials. 	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> Art elements and design principles. Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation. Observation and interpretation of the still life to make public comment. <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> Art elements and design principles: to create a logo. Lettering and design projects: experimentation with images and text. Patternmaking – create own in collage (experiment with various repeat methods). 	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> Art elements and design principles continue. Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation. Observation and interpretation of the still life to make public comment. <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> Art elements and design principles: to create a logo. Lettering and design projects: experimentation with images and text. Patternmaking – create own in collage (experiment with various repeat methods). 	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> Finalise artwork for formal assessment. <p>OR</p> <p>Create in 2D e.g. a logo using a South African motif</p> <ul style="list-style-type: none"> Finalise artwork for formal assessment. 	<p>Create in 2D e.g. Still life to make public comment</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment. <p>Practical Examination: Individual - 2D artwork: e.g. Still life to make public comment</p> <p>OR</p> <p>a logo using a South African motif</p> <p>3D artwork: e.g. Marquette for South African sculpture for public space</p> <p>50 marks</p>	<p>Written Examination:</p> <p>Terminology Art elements Design principles Symbolic language in art Role of the artist in society as contributor, observer, and social commentator (Term 1) Critical Reflection using appropriate art terminology 50 marks</p> <p>Cognitive levels: Lower order: 30%; Middle order: 40%; Higher order: 30%.</p>	
												<p>Focus on combining 3D & 2D into 1 task, if possible, for the term by creating a mixed media activity that includes the above Art Elements & Design Principles: i.e. the sculpture develops towards drawings & sketches, integrating the creation of Figures and Design – the learners create artworks / designs out of recyclable materials for a presentation.</p> <p>NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p>
<p>Five-week process towards 3D Visual Art product.</p>		<p>Four-week process towards 2D Visual Art product.</p>										
Requisite pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work.</p> <p>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.	Paper mâché or own choice of materials & off-cut cardboard for armature. Common recyclable objects, appropriate recyclable materials. Appropriate adhesive materials & mixed media.					Tempera or acrylic paint, or oil pastels in selected colour range (wax crayons / coloured pencils if nothing else is available). Variety of brush sizes. A3 - A2 paper.					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: https://bit.ly/39xn2Ka
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: 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: self-reflection worksheet.			
SBA (Formal Assessment)	<p>Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is 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).</p>						<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the assessment task is 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).</p>				<p>Equal weighting between Practical and Theory Examination.</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 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	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"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. Worksheets. 	Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). Art elements and design principles: exploration in own scraperboard (if possible). Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. 	Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). Art elements and design principles: exploration in own scraperboard (if possible). Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. 	Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). Art elements and design principles: exploration in own scraperboard (if possible). Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. 	Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). Art elements and design principles: exploration in own scraperboard (if possible). Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. 	Create in 2D: e.g. flyer / leaflet / handout (but not limited to these choices) <ul style="list-style-type: none"> Social comment in works by printmaking artist, woodcuts, linocuts, and etchings to be explored in scraperboard (if possible). Art elements and design principles: exploration in own scraperboard (if possible). Simple etching techniques, e.g. scraperboard; etching, drawing, scratching. Variation of paper size and format: encourage working in different scale and degrees of detail. 	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. 	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. 	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. 	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. 	Create in 2D: e.g. CD cover, cell phone wallpapers, computer screensavers, etc. (but not limited to these choices) <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture. Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture. Extend manipulation of a variety of materials. 	
	<p>The focus should be more on drawing and not on etching & scratching as not all schools have the resources. Focus on combining the 2D activities into 1 task for the term by creating a mixed media artwork that includes ALL the above Art Elements & Design Principles. NB: The focus should be more on using any colour media as not all schools have paint / wet media resources.</p>											
	<p>Five-week process towards 2D Visual Art product.</p> 						<p>Five-week process towards 2D Visual Art product.</p> 					
	<p>Visual Literacy: Art elements and design principles: use in description of own and others' artworks. Emphasis on personal expression, interpretation of the role of the artist as contributor, observer, and social commentator in wider society. Discuss artworks to engage in moral, ethical, and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others. Extend and deepen critical thinking and reflective ability. Critical thinking & response of own and others' artwork: Personal meaning & interpretation expressed in words.</p>						<p>Visual Literacy: Art elements and design principles: use in description of examples of global popular culture. Emphasis on learner's personal expression and interpretation. The role of the artist in society as contributor to global popular culture. Discussions: the arts as popular culture. Looking, listening, and talking about art and design as popular culture; personal meaning and recognition of images expressed in words; interpret, analyse and recognise symbolic language.</p>					
Requisite pre-knowledge	<p>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.</p>											
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Appropriate visual stimuli (e.g. social comment in works by printmaking artist, woodcuts, linocuts, and etchings). White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/ board (approximately 30x40 cm).					Appropriate visual stimuli (e.g. art and design examples from popular culture, CD covers, cell phone wallpapers and computer screensavers). Pictures / photographs; A3 - A2 sheet of paper; drawing pencils, coloured pencils, ball point pen, fine liner, ink; paper collage / embossing / frottage / stitching.					
<p>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: https://bit.ly/36nNPpa</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: 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.	
SBA (Formal Assessment)	<p>Practical Assessment: 2D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to Create in 2D – 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).</p>						<p>Practical Assessment: 2D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to Create in 2D – 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).</p>					

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 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	Practical and Written Examinations	Practical and Written Examinations
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"> practical art activities (exercises) exploring different art elements and design principles. classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks. a quiz, etc. create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson. Worksheets. 	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects. Art elements and design principles: use to create puppet in 3D. 	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary <ul style="list-style-type: none"> Planning and preparation: work independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects. Art elements and design principles: use to create puppet in 3D. Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques). Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources. 	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary <ul style="list-style-type: none"> Art elements and design principles: use to create puppet in 3D. Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques). Spatial awareness: conscious experience of working with shapes in the construction of a puppet. Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources. 	Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary <ul style="list-style-type: none"> Art elements and design principles: use to create puppet in 3D. Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other techniques). Spatial awareness: conscious experience of working with shapes in the construction of a puppet. Concern for the environment: use of recyclable materials. Use of tools: safety, consideration of others, sharing resources. 	Create in 2D e.g. life drawing of model <ul style="list-style-type: none"> Art elements and design principles: use in life drawing of model. Drawing and painting: exploring a variety and combination of mixed media. Emphasis on the observation and interpretation of the model. Variation of paper size and format: encourage working in different scale and degrees of detail. OR Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world <ul style="list-style-type: none"> Art elements and design principles: appropriate choice and use. Drawing and painting: exploring a variety and combination of mixed media. Possible inclusion of lettering and design projects, patternmaking. Emphasis on the interpretation of own belonging in the global world. 	Create in 2D e.g. life drawing of model <ul style="list-style-type: none"> Art elements and design principles: use in life drawing of model. Drawing and painting: exploring a variety and combination of mixed media. Emphasis on the observation and interpretation of the model. Deepen and extend various approaches to drawing: line, tone, texture; mark-making. OR Create in 2D e.g. book illustrations, photographs for symbolic personal expression of belonging in the global world <ul style="list-style-type: none"> Art elements and design principles. Drawing and painting: exploring a variety and combination of mixed media. Possible inclusion of lettering and design projects, patternmaking. Emphasis on the interpretation of own belonging in the global world. 	Create in 2D e.g. life drawing of model <ul style="list-style-type: none"> Art elements and design principles: use in life drawing of model. Drawing and painting: exploring a variety and combination of mixed media. Emphasis on the observation and interpretation of the model. Deepen and extend various approaches to drawing: line, tone, texture; mark-making. OR Create in 2D e.g. symbolic personal expression of belonging in the global world <ul style="list-style-type: none"> Art elements and design principles. Drawing and painting: exploring a variety and combination of mixed media. Possible inclusion of lettering and design projects, patternmaking. Emphasis on the interpretation of own belonging in the global world. 	Create in 2D Complete and exhibit artwork for formative assessment. Practical Examination: Individual - Create in 3D: e.g. making a ventriloquist puppet (or other type of puppet) making public commentary. Create in 2D e.g. life drawing of model OR Create in 2D e.g. symbolic personal expression of belonging in the global world 50 marks	Written Examination: Terminology Art elements Design principles Symbolic language in art Role of the artist in society Visual literacy Careers Reflection 50 marks Cognitive levels: Lower order: 30%; Middle order: 40%; Higher order: 30%.
	<p style="text-align: center;">Visual Literacy: Learner's personal expression and interpretation. Global world: current events - expressed in art, craft, design, and popular culture, e.g. the ventriloquist puppet or other any type of puppet. The role of the artist in society: role of artist as contributor, observer, and social commentator in wider society.</p> <p style="text-align: center;">Four-week process towards 3D Visual Art product.</p>		<p style="text-align: center;">Four-week process towards 2D Visual Art product.</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.	boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, beads, wire. Common recyclable objects, appropriate recyclable materials. Appropriate adhesive materials & mixed media.				Learners' own choice of mixed media.				
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: https://bit.ly/3k7IRS2										
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: 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: 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)	Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is 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).					Practical Assessment: 2D Artwork 25 marks assessed with a rubric (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).				Equal weighting between Practical and Theory Examination.